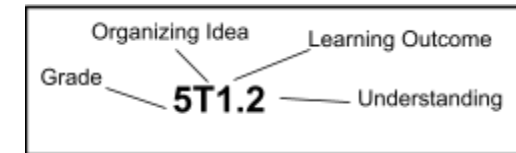


Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Important Links

Comparison of 2000 Curriculum to New Curriculum [Stages](#)

Alberta's K-6 New [Curriculum](#)



Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
General Outcome 1: Explore thoughts, ideas, feelings and experiences			
1.1 Discover and Explore			
Express ideas and develop understanding <ul style="list-style-type: none"> use appropriate prior knowledge and experiences to make sense of new ideas and information read, write, represent and talk to explore personal understandings of new ideas and information use own experiences as a basis for exploring and expressing opinions and understanding 			
Experiment with language and forms <ul style="list-style-type: none"> select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics 	Text Forms & Structures: 5T1.6 Drama is a literary form that can artfully express stories and ideas.	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.
	Text Forms & Structures: 5T1.7 Meaning is derived through personal experiences with various features of land.	Land can be understood through personal connections to its features, such as <ul style="list-style-type: none"> living things in the natural world human-made structures patterns and cycles stories of place 	Make connections between features of land and personal experiences.
Express preferences <ul style="list-style-type: none"> select and explain preferences for 			

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
particular forms of oral, print and other media texts			
Set goals <ul style="list-style-type: none"> reflect on areas of personal accomplishment, and set personal goals to improve language learning and use 			
1.2 Clarify and Extend			
Consider others' ideas <ul style="list-style-type: none"> seek the viewpoints of others to build on personal responses and understanding 			
Combine ideas <ul style="list-style-type: none"> use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts 			
Extend understanding <ul style="list-style-type: none"> search for further ideas and information from others and from oral, print and other media texts to extend understanding 			
<i>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</i>			
2.1 Use Strategies and Cues			
Use prior knowledge <ul style="list-style-type: none"> describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and 			

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
confirm meaning			
<p>Use comprehension strategies</p> <ul style="list-style-type: none"> • preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts • comprehend new ideas and information by responding personally, taking notes and discussing ideas with others • use the meanings of familiar words to predict the meanings of unfamiliar words in context • monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources 	<p>Comprehension: 5CP1.1 Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.</p>	<p>Comprehension strategies that can be used to understand and interpret complex texts include</p> <ul style="list-style-type: none"> • predicting • inferring • making connections • summarizing • synthesizing • evaluating <p>Evaluating is a comprehension strategy where readers make judgements based on textual evidence.</p> <p>Comprehension is enhanced when reading is fluent and self-monitored.</p> <p>Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including</p> <ul style="list-style-type: none"> • rereading • adjusting reading rate • asking questions • using context clues • using supporting resources • metacognition <p>Metacognition is an awareness that involves thinking about one's thinking to improve comprehension.</p> <p>Comprehension is enhanced when the purpose for reading is clear.</p> <p>Managing information involves researching, organizing, and using information for specific purposes.</p>	<p>Use a variety of comprehension strategies before, during, and after reading texts.</p> <p>Evaluate the effectiveness of comprehension strategies used before, during, and after reading.</p> <p>Monitor comprehension and apply skills to support understandings of texts.</p>
<p>Use textual cues</p> <ul style="list-style-type: none"> • use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information • identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information 	<p>Text Forms & Structures: 5T1.2 Text features can help organize content and identify information that is most important.</p>	<p>Text features can be digital or non-digital and include sidebars and glossaries.</p>	<p>Examine a variety of text features that organize content and emphasize information that is most important.</p> <p>Include a variety of text features to organize content and to identify information that is most important.</p>

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multisyllable words in context integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context 	<p>Vocabulary: 5V1.1 Word origins and morphemes influence the meaning and use of vocabulary in the English language.</p>	<p>Words in the English language come from a variety of origins.</p> <p>Vocabulary changes over time and reflects how words are used at a given time in society.</p> <p>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>.</p>	<p>Examine words to determine their origins.</p> <p>Examine words with meanings that have changed over time.</p> <p>Examine words that are new to the English language.</p> <p>Investigate the meaning of bases and affixes in words.</p>
<p>Use references</p> <ul style="list-style-type: none"> find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words 	<p>Vocabulary: 5V1.2 Vocabulary learning involves the use of strategies and tools.</p>	<p>Increased knowledge of vocabulary supports comprehension of text.</p> <p>Tools for vocabulary development include thesauruses and dictionaries.</p> <p>Strategies for vocabulary development include extensive reading and listening to and noting how others use words.</p>	<p>Discuss multiple ways to learn and remember vocabulary.</p> <p>Record words of personal interest.</p> <p>Use a variety of tools to build vocabulary knowledge.</p> <p>Engage with a wide variety of texts to expand vocabulary.</p>
<p>2.2 Respond to Texts</p>			
<p>Experience various texts</p> <ul style="list-style-type: none"> experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers express points of view about oral, print and other media texts make connections between fictional texts and historical events describe and discuss new places, times, characters and events encountered in oral, print and other media texts write or represent the meaning of texts in different forms 	<p>Oral Language: 5O1.1 The content and delivery of oral traditions are influenced by history, communities, or contexts.</p>	<p>Different time periods gave rise to different forms of oral communication, including</p> <ul style="list-style-type: none"> storytelling poetry drama choral speech speeches or presentations <p>Oral traditions include the use of stories to connect prior knowledge to lived experiences.</p> <p>Oral traditions include diverse types of stories, including</p> <ul style="list-style-type: none"> tales of everyday life sacred stories stories of extraordinary experiences trickster stories or tales <p>Trickster stories or tales can</p> <ul style="list-style-type: none"> have human, superhuman, and animal characters teach lessons reflect aspects of a culture 	<p>Discuss cultural contexts of oral traditions.</p> <p>Discuss meanings of stories and lessons shared orally.</p>

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		Oral traditions hold communities together based on some shared knowledge and values.	
Construct meaning from texts <ul style="list-style-type: none"> compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts describe and discuss the influence of setting on the characters and events support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts retell or represent stories from the points of view of different characters 	Comprehension: 5CP1.2 Comprehension can be enhanced when connections with texts are supported by summarized evidence.	Connections with texts that can provide evidence include <ul style="list-style-type: none"> text to self text to text text to world Summarizing includes identifying main ideas and using supporting evidence.	Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.
	Comprehension: 5CP1.3 Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit.	Ideas and information in texts can be explicit or implicit. Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.	Examine ideas and information within texts that are explicit and implicit. 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. Analyze ideas and information in texts to interpret and respond. Use evidence from texts or additional sources to support responses and interpretations.
	Comprehension: 5CP1.4 Perspectives revealed in texts enhance comprehension and enrich understandings of the world.	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.
	Comprehension: 5CP1.5 An awareness of context strengthens comprehension of texts.	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 contribute to	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

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		<p>how a text is created or interpreted.</p> <p>Context can impact what characters think and do.</p>	<p>perspectives might influence how texts are understood or created.</p> <p>Investigate background information about the author or text creator to provide context for informational texts.</p> <p>Examine contextual information about characters or events in fictional texts.</p>
<p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> explain how simile and hyperbole are used to create mood and mental images alter sentences and word choices to enhance meaning and to create mood and special effects 			
2.3 Understanding Forms, Elements, and Techniques			
<p>Understand forms and genres</p> <ul style="list-style-type: none"> identify and discuss similarities and differences among a variety of forms of oral, print and other media texts identify the main characteristics of familiar media and media texts 	<p>Text Forms & Structures: 5T1.1 Text genres, forms, and structures can support the enjoyment and communication of ideas and information.</p>	<p>Texts can be digital or non-digital.</p> <p>Texts can have more than one purpose, including to</p> <ul style="list-style-type: none"> inform entertain persuade inspire <p>Reading stamina can be developed through engaging with text forms, genres, or structures that are personally enjoyable.</p> <p>Literary text forms can be fiction or non-fiction and include</p> <ul style="list-style-type: none"> photo essays news articles hybrids <p>Hybrid is a type of text that includes both fiction and non-fiction text forms.</p> <p>Narrative texts can be fiction or non-fiction and can be structured in a variety of ways, including</p> <ul style="list-style-type: none"> beginning problem multiple events with many details resolution of problem 	<p>Examine the purpose of a variety of digital or non-digital texts.</p> <p>Engage with a variety of genres of literary texts.</p> <p>Determine the form and structure of a variety of literary texts.</p> <p>Develop reading stamina by engaging with text that is personally enjoyable.</p>

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		<ul style="list-style-type: none"> ending 	
	Text Forms & Structures: 5T1.4 Engaging with non-fiction texts can help to analyze the world through the eyes of others.	Non-fiction texts include persuasive texts, such as editorials and opinion pieces. Structures within non-fiction texts include <ul style="list-style-type: none"> 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.
Understand techniques and elements <ul style="list-style-type: none"> identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved identify and discuss the main character's point of view and motivation identify examples of apt word choice and imagery that create particular effects identify sections or elements in print or other media texts, such as shots in films or sections in magazines 	Text Forms & Structures: 5T1.3 Engaging with fictional texts can help to analyze the world through the eyes of others.	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 <ul style="list-style-type: none"> 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.

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		<ul style="list-style-type: none"> what others say and think about them 	
<p>Experiment with language</p> <ul style="list-style-type: none"> experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning 	<p>Text Forms & Structures: 5T1.5 Poetry can be experienced for its beauty and emotion.</p>	<p>Poetry can be experienced when it is read, listened to, or spoken.</p> <p>Poetic structures include lyric poetry and stanzas.</p> <p>Lyric poetry expresses personal emotions or feelings.</p> <p>A stanza is a series of lines grouped together in a poem that relate to a similar idea</p>	<p>Listen to poems to identify beauty or emotion.</p> <p>Recite or sing a poem from memory.</p> <p>Examine figurative language that can be experienced for its beauty or emotion.</p> <p>Investigate poetic structures that contribute to creative expression of ideas, including stanzas.</p> <p>Experiment with creating lyric poetry.</p>
<p align="center">2.4 Create Original Text</p>			
<p>Generate Ideas</p> <ul style="list-style-type: none"> use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts 			
<p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes 	<p>Writing: 5W1.2 Creative thinking can enhance personal expression and artistry</p>	<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> 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 <p>Words selected to include in texts may change depending on the audience, purpose, or context.</p> <p>Word choice can reflect the author's voice or artistry through</p> <ul style="list-style-type: none"> detail clarity variety humour dialogue <p>Words selected to enhance written texts include</p> <ul style="list-style-type: none"> sensory language synonyms antonyms 	<p>Apply creative thinking processes to enhance personal expression and artistry.</p> <p>Analyze mentor texts to determine how word choice can influence the purpose or audience of a text.</p> <p>Create text that uses plot, characterization, dialogue, and figurative language to entertain an audience.</p> <p>Create expressive descriptions by selecting vocabulary to convey mood or sensory images.</p> <p>Establish a plot, point of view, setting, and problem through creative writing.</p> <p>Create texts that show, rather than tell, story events.</p> <p>Evaluate how language and dialogue are used to express voice, point of view, and ideas.</p> <p>Determine alternative words and meanings using a variety of digital or non-digital tools.</p>

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		<ul style="list-style-type: none"> • specific words or phrases • figurative language <p>A mentor text serves as an example of effective communication for students.</p> <p>Mood is the atmosphere created by setting, attitude of the narrator, and descriptions.</p>	
<p>Structure texts</p> <ul style="list-style-type: none"> • use structures encountered in texts to organize and present ideas in own oral, print and other media texts • use own experience as a starting point and source of information for fictional oral, print and other media texts 	<p>Writing: 5W1.1 Writing skills can be developed to understand self and influence others.</p>	<p>Writing processes can be used to break writing into manageable chunks so that text creators can focus on impact or artistry.</p> <p>Writing processes include</p> <ul style="list-style-type: none"> • planning • drafting • revising • editing • publishing <p>Planning includes</p> <ul style="list-style-type: none"> • consideration of audience, purpose, and form • idea generation • narrowing a topic <p>Written expressions of ideas or information can follow organizational structures, such as</p> <ul style="list-style-type: none"> • introduction, opening, or lead • details in order of sequence or importance • transitions • conclusions <p>Topic and concluding sentences provide structure and link ideas and information within paragraphs.</p> <p>Interest can be created by varying sentence structure and length.</p> <p>Writing fluency is the rhythm and flow of language in written text.</p> <p>Revision includes adding or removing words, phrases, or sentences to ensure writing is clear and focused from beginning to end.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts in a variety of forms and structures.</p> <p>Develop creative expression through the use of organizational processes, methods, and tools.</p> <p>Express ideas through multiple-paragraph works that include topic introductions, supporting evidence, and conclusions.</p> <p>Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs.</p> <p>Communicate a clear position supported by relevant evidence.</p> <p>Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.</p>
<p>General Outcome 3: Manage Ideas and Information</p>			

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
3.1 Plan and Focus			
Focus Attention <ul style="list-style-type: none"> ● summarize important ideas in oral, print and other media texts and express opinions about them ● combine personal knowledge of topics with understanding of audience needs to focus topics for investigation 			
Determine Information Needed <ul style="list-style-type: none"> ● identify categories of information related to particular topics, and ask questions related to each category 			
Plan to gather information <ul style="list-style-type: none"> ● develop and follow own plan for gathering and recording ideas and information 			
3.2 Select and Process			
Use a variety of sources <ul style="list-style-type: none"> ● locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions 			
Access information <ul style="list-style-type: none"> ● use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information ● skim, scan and listen for key words and phrases 			
Evaluate sources <ul style="list-style-type: none"> ● determine the usefulness and relevance of information for research purpose and 			

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
focus, using pre-established criteria			
3.3 Organize, Record and Evaluate			
<p>Organize information</p> <ul style="list-style-type: none"> • use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding • organize ideas and information to emphasize key points for the audience • add, delete or combine ideas to communicate more effectively <p>Record information</p> <ul style="list-style-type: none"> • record information in own words; cite titles and authors alphabetically, and provide publication dates of sources • combine ideas and information from several sources • record ideas and information in relevant categories, according to a research plan <p>Evaluate information</p> <ul style="list-style-type: none"> • connect gathered information to prior knowledge to reach new conclusions 	<p>Writing: 5W1.3 Research processes can involve examining materials or information and reaching new conclusions.</p>	<p>Research processes involve management of information, including</p> <ul style="list-style-type: none"> • questioning • gathering • organizing • recording <p>Topics that are broad may need to be narrowed to a manageable size for focused writing.</p> <p>Sources of information can be digital or non-digital and include people such as Knowledge Keepers, Elders, and spiritual leaders.</p> <p>A Knowledge Keeper is a respected community member who is recognized as having expertise in specific issues or skills.</p> <p>Elders are individuals recognized by their communities as having historical, cultural, and spiritual knowledge and wisdom.</p> <p>Protocols for accessing information may vary by source, context, community, or culture.</p> <p>Protocols can exist for sharing stories and histories.</p> <p>Methods and tools can be used to gather and organize information, including note taking.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including visual images.</p> <p>Ethical use of information includes</p> <ul style="list-style-type: none"> • 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 	<p>Write to inform, explain, describe, or report for a variety of purposes and audiences.</p> <p>Narrow research questions to determine a clear, well-defined topic.</p> <p>Develop a main idea or topic supported by facts, details, examples, and explanations.</p> <p>Evaluate the validity and reliability of information and sources.</p> <p>Select a variety of relevant sources to inform writing.</p> <p>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</p> <p>Access and use information ethically.</p>
3.4 Share and Review			

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<p>Share ideas and information</p> <ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues select visuals, print and/or other media to inform and engage the audience 			
<p>Review research process</p> <ul style="list-style-type: none"> assess personal research skills, using pre-established criteria 			
<p><i>General Outcome 4 : Enhance the clarity and artistry of communication</i></p>			
<p>4.1 Enhance and Improve</p>			
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> develop criteria for evaluating the effectiveness of oral, print and other media texts use developed criteria to provide feedback to others and to revise own work 			
<p>Revise and edit</p> <ul style="list-style-type: none"> revise to add and organize details that support and clarify intended meaning edit for appropriate use of statements, questions and exclamations 			
<p>Enhance legibility</p> <ul style="list-style-type: none"> write legibly, using a style that is consistent in alignment, shape and slant apply word processing skills, and use publishing programs to organize information 	<p>Writing: 5W1.4 The method or tool used to present written works can influence how content is perceived.</p>	<p>Written communication can be created by selecting a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> printing keyboarding cursive handwriting <p>The selection of digital or non-digital tools for written works can support clarity and voice.</p>	<p>Evaluate how an author's selection of a method or tool can impact the audience's understanding or response to a text.</p> <p>Experiment with methods or tools to enhance communication or create effects.</p> <p>Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.</p>

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<p>Expand knowledge of language</p> <ul style="list-style-type: none"> extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus distinguish different meanings for the same word, depending on the context in which it is used 	<p>Vocabulary: 5V1.3 Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.</p>	<p>Figurative language is language that has non-literal or figurative meanings and includes metaphors.</p> <p>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>.</p>	<p>Apply a wide variety of words to communicate in new ways.</p> <p>Apply tier 2 words to enhance meaning within subject content.</p> <p>Apply tier 3 words within subject content.</p> <p>Discuss how context can influence the meaning of words and phrases.</p> <p>Examine word meanings in similes, metaphors, and analogies.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p> <p>Integrate figurative language into personal writing and oral communications.</p>
<p>Enhance artistry</p> <ul style="list-style-type: none"> experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis 			
<p>4.2 Attend to Conventions</p>			

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> use words and phrases to modify and clarify ideas in own writing use connecting words to link ideas in sentences and paragraphs identify irregular verbs, and use in own writing identify past, present and future verb tenses, and use in sentences 	<p>Conventions: 5CV1.2 Communication can be supported by conventions of grammar.</p>	<p>Tense should be maintained throughout written or oral expression and includes</p> <ul style="list-style-type: none"> present tense past tense future tense <p>An adverb</p> <ul style="list-style-type: none"> describes a verb often ends in <ly> is sometimes placed in front of the verb and is sometimes placed after <p>Conjunctions are used to join ideas together in sentences and are also called connecting words.</p> <p>A pronoun used in place of a noun must agree in number—singular or plural—and includes</p> <ul style="list-style-type: none"> possessive pronouns subject pronouns object pronouns <p>Object pronouns replace the noun to receive the action in a sentence (e.g., me, you, him, her, us, them, whom).</p>	<p>Apply appropriate tense throughout communications.</p> <p>Identify subject-verb agreement in communications.</p> <p>Determine nouns or pronouns that are the subject in a variety of sentences.</p> <p>Determine nouns or pronouns that are the object in a variety of sentences.</p> <p>Use noun-pronoun agreement in communications.</p> <p>Vary the position of adverbs in sentences.</p> <p>Integrate conjunctions to connect phrases in sentences.</p> <p>Distinguish between different types of pronouns used in a sentence.</p>
<p>Attend to spelling</p> <ul style="list-style-type: none"> use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing study and use the correct spelling of commonly misspelled words in own writing know and consistently apply spelling conventions when editing and proofreading own writing 	<p>Conventions: 5CV1.3 Spelling accuracy can be supported by recognizing relationships between word patterns and structures.</p>	<p>Rapid and accurate application of spelling patterns fosters writing fluency.</p> <p>Knowledge of morphemes can be applied to spell words correctly.</p>	<p>Investigate spelling patterns within and across words.</p> <p>Apply knowledge of spelling patterns to spell unfamiliar words.</p> <p>Apply knowledge of prefixes and suffixes to spell words.</p>
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> use capital letters, appropriately, in titles, headings and subheadings in own writing use quotation marks and separate paragraphs to indicate passages of 	<p>Conventions: 5CV1.1 Capitalization and punctuation can support effective written communication.</p>	<p>Capitalization is used to indicate the importance of certain words in texts.</p> <p>Abbreviations can make communications easier and faster.</p> <p>Punctuation includes parentheses, which indicate</p>	<p>Apply capitalization to support effective written communication.</p> <p>Apply punctuation to support effective written communication.</p> <p>Experiment with capitalization and punctuation to</p>

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
dialogue in own writing <ul style="list-style-type: none"> recognize various uses of apostrophes, and use them appropriately in own writing 		additional, separate, or less important words or numbers.	achieve a desired effect.
4.3 Present and Share			
Present Information <ul style="list-style-type: none"> organize ideas and information in presentations to maintain a clear focus and engage the audience 			
Enhance presentation <ul style="list-style-type: none"> use effective openings and closings that attract and sustain reader or audience interest 			
Use effective oral and visual communication <ul style="list-style-type: none"> adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention 	Oral Language: 5O1.2 Oral communication can be enhanced through integration and adjustment of verbal, non-verbal, and paraverbal language.	Language that influences oral communication includes <ul style="list-style-type: none"> verbal non-verbal paraverbal Verbal communication includes word choice 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 <ul style="list-style-type: none"> 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.	Integrate verbal, non-verbal, and paraverbal language to enhance communication. Ensure messages are heard clearly by using breath, body, and energy to project voice.
	Oral Language: 5O1.3 Oral communication can be intentionally designed according to different situations to convey ideas and information.	Content and delivery of oral communication can change based on purpose or audience.	Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space.

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		<p>Language conventions or protocols can vary depending on the audience or purpose of oral communication.</p> <p>The size, shape, layout, and acoustics (echoing) of a space can influence oral communication.</p> <p>Oral communication can be enhanced through the selection of digital or non-digital tools or formats.</p>	<p>Adjust language conventions or protocols in oral communication.</p> <p>Select appropriate formats for oral communication based on audience and purpose.</p> <p>Present ideas and information in a logical manner to inform, persuade, or entertain.</p>
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter show respect for the presenter’s opinions by listening politely and providing thoughtful feedback 			
<i>General Outcome 5.1 : Respect Others and Strengthen Community</i>			
5.1 Respect Others and Strength Community			
<p>Appreciate diversity</p> <ul style="list-style-type: none"> discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts compare own and others’ responses to ideas and experiences related to oral, print and other media texts 			
<p>Relate texts to culture</p> <ul style="list-style-type: none"> identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities 			
<p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> select and use language appropriate in tone and form to recognize and honour 			

Grade 5 ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
people and events			
Use language to show respect <ul style="list-style-type: none"> determine and use language appropriate to the context of specific situations 			
5.2 Work Within a Group			
Cooperate with Others <ul style="list-style-type: none"> accept and take responsibility for fulfilling own role as a group member discuss and decide whether to work individually or collaboratively to achieve specific goals 			
Work in groups <ul style="list-style-type: none"> formulate questions to guide research or investigations, with attention to specific audiences and purposes contribute ideas to help solve problems, and listen and respond constructively 	Oral Language: 5O1.4 Collaboration is an active process supported by effective dialogue.	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 differ.
Evaluate group process <ul style="list-style-type: none"> show appreciation for the contributions of others, and offer constructive feedback to group members 			