

My Child's Learning - A Family Resource Grade Five

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

<p>Oral Language</p>	<p>Students investigate how oral language can be designed to communicate ideas and information.</p>	<ul style="list-style-type: none"> • The delivery of oral texts are influenced by history, communities or contexts. • Time periods give rise to different forms of oral communication - storytelling, poetry, drama, choral speech, speeches or presentations. • Oral traditions use stories to connect prior knowledge to lived experiences • Oral traditions include diverse types of stories - tales of everyday life, sacred stories, stories of extraordinary experiences, trickster stories. • Oral language is enhanced through integration and adjustment of verbal, non-verbal and paraverbal language. • Choices in communication can be intentional in how body movement supports communication. • Vocal sounds are affected by breath, body and energy. • Inflection of voice • Content and delivery of oral communication. • Language conventions or protocols vary with oral communication. • Space influences oral communication • Oral communication can be enhanced through selection of digital or non-digital tools or formats. • Collaboration and effective dialogue - listening, respect, adaptability, compromise.
<p>Vocabulary</p>	<p>Students analyze how knowledge of vocabulary supports meaning and use of language.</p>	<ul style="list-style-type: none"> • Word origins and morphemes influence meaning and use of vocabulary. • Bases and affixes are learned and used. • Vocabulary learning involves the use of strategies and tools. This supports comprehension of text. (thesauruses, dictionaries). • Development of vocabulary involves extensive reading and listening to and noting how others use words. • Figurative language is language that has non-literal meaning and includes metaphors. • Students apply tier 2 words. • Students apply tier 3 words with subject content. • Context influences the meaning of words or phrases. • Similes, metaphors, analogies • Figurative language.
<p>Comprehension</p>	<p>Students analyze information, contexts and perspectives using a variety of comprehension strategies.</p>	<ul style="list-style-type: none"> • Students learn and use critical thinking skills, how to interpret text and manage information. • Predicting, inferring, making connections, summarizing, synthesizing, evaluating. • Students self monitor understanding. • Students make connections to texts - text to self, text to text, text to world. • Students make inferences and predictions (make predictions, revise predictions, confirm predictions). • Students use evidence from texts to support responses and interpretations. • Students learn about perspectives in texts (attitudes; ways of thinking; influence of culture, experiences and interests; character perspectives). • Students learn about context or circumstances that form the background of a person, event or idea or text.

<p>Writing</p>	<p>Students enhance the accuracy and artistry of expression through creative and critical thinking processes.</p>	<ul style="list-style-type: none"> ● Students use the writing process (planning, drafting, revising, editing, publishing). ● Students use creative thinking processes - Creative writing ● Students learn about the significance of word choice, mentor texts, mood. ● Students use research processes and manage information gathered. ● Students learn about sources of information such as digital, nondigital, people (such as Knowledge keepers, Elders and Spiritual Leaders). ● Protocols are considered in writing ● Research can be shared in a variety of digital or non-digital ways. ● Students learn the importance of Ethical use of Information. ● Students write using different tools such as printing, keyboarding, cursive writing.
<p>Conventions</p>	<p>Students apply and experiment with conventions to enhance precision and artistry of communication.</p>	<ul style="list-style-type: none"> ● Students use capitals and punctuation, abbreviations ● Punctuation - parentheses ● Conventions of grammar - tense, adverbs, conjunctions, pronouns, object pronouns, adverbs ● Spelling accuracy - using accurate spelling patterns, knowledge of morphemes to spell (prefixes, bases, suffixes).