

# GRADE 5 ENGLISH LANGUAGE ARTS OUTCOMES: YEARLY PLANNING CHART

Students will be expected to ...

SPEAKING AND LISTENING	<b>GCO 1: Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences</b>			
	1.1 contribute thoughts, ideas, and experiences to discussion, and ask questions to clarify their ideas and those of their peers	1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts	1.3 explain and support personal ideas and opinions	1.4 listen critically to others' ideas or opinions and points of view
	<b>GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically</b>			
	2.1 contribute to and respond constructively in conversation, small-group, and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners	2.2 use word choice and expression appropriate to the speaking occasion	2.3 give and follow precise instructions and respond to questions and directions	2.4 engage in, respond to, and evaluate oral presentations
	<b>GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose</b>			
	3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation	3.2 identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people	3.3 consider purpose and the needs and expectations of their audiences	
READING AND VIEWING	<b>GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts</b>			
	4.1 select, independently, texts appropriate to their interests and learning needs	4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors	4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, indices, structures of narrative and different types of expository texts, key ideas, margin notes) to locate topics and obtain or verify their understanding of information	
	4.4 use and integrate the pragmatic, semantic, syntactic and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context		4.5 describe and discuss their own processes and strategies in reading and viewing	
	<b>GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies</b>			
	5.1 answer with decreasing assistance, their own questions and those of others by selecting relevant information from a variety of texts - respond to personal, group, and instructional needs for information through accessing a variety of texts - demonstrate an understanding of how classification systems and basic reference materials are used to facilitate research - use a range of reference texts and a database or an electronic search to aid in the selection of texts - increase their abilities to access and assess information in response to their own and others questions			
<b>GCO 6: Students will be expected to respond personally to a range of texts</b>				
6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects		6.2 support their opinions about texts and features of types of texts		
<b>GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre</b>				
7.1 use their background knowledge to question and analyze information presented in print and visual texts		7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view		
7.3 respond critically to texts - applying strategies to analyze a text - demonstrating growing awareness that all texts reflect a purpose and a point of view - identifying instances where language is being used to manipulate, persuade, or control them - identifying instances of opinion, prejudice, bias, and stereotyping				

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WRITING AND OTHER WAYS OF REPRESENTING

**GCO 8: Students will be expected to use writing, and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations**

8.1 use a range of strategies in writing and other ways of representing to

- frame questions and answers to those questions
- generate topics of personal interest and importance
- record, develop, and reflect on ideas, attitudes, and opinions
- compare their own thoughts and beliefs to those of others
- describe feelings, reactions, values, and attitudes
- record and reflect on experiences and their responses to them
- formulate and monitor goals for learning
- practise and extend strategies for monitoring learning

8.2 expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams)

8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

**GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**

9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms

- use specific features, structures, and patterns of various text forms to create written and media texts

9.2 address the demands of a variety of purposes and audiences

- make choices of form, style, and content for specific audiences and purposes

9.3 invite responses to early drafts of their writing/ media productions

- use audience reaction to help shape subsequent drafts
- reflect on their final drafts from reader's/ viewer's/ listener's points of view

**GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**

10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies

10.2 demonstrate an increasing understanding of the conventions of written language in final products

- use basic spelling rules and show an understanding of irregularities
- use appropriate syntax in final products
- use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists, thesauri, other writers)

10.3 use technology with increasing proficiency to create, revise, edit, and publish texts

10.4 demonstrate a commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement

10.5 select, organize, and combine relevant information from three or more sources to construct and communicate meaning