



Language Arts Learning Expectations– Grade 5

Oral Language

Listening and Speaking - *Uses listening and speaking strategies for different purposes*

- Listen appropriately for a sustained period and for a variety of purposes
- Listen to classmates and adults (e.g., does not interrupt, faces the speaker, asks questions, summarizes or paraphrases to confirm understanding, gives feedback, eliminates barriers to effective listening)
- Identify and appreciate differences and similarities between languages
- Listen attentively to oral presentations and identify a speaker's purpose
- Ask questions that seek information not already discussed
- Use register, tone voice level and intonation to enhance meaning
- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns
- Deliver oral responses to literature
- Prepare and deliver an individual presentation for a variety of purposes (to entertain, to inform, to persuade, to direct)
- Analyze and evaluate how speakers present points effectively through use of language and gestures (*as well as the ability to take notes for various purposes – for a sustained period (active listening – strategies)*)
- Work collaboratively to devise and present scripted and unscripted pieces that maintain the attention of an audience, and reflect on and evaluate their own presentations and those of others
- Participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations
- Generate, develop and modify ideas and opinions through discussion
- Use a wide vocabulary and complex sentence structures with a high level of accuracy
- Devise a performance considering how to adapt the performance for a specific audience
- Improvise using a range of drama strategies and conventions to explore themes

Written Language - Reading

Reading Process - *Uses the general skills and strategies of the reading process*

- Read aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression
- Check, reread and correct their own reading
- Use word origins to determine the meaning of unknown words

- Understand and explain frequently used synonyms, antonyms, and homonyms
- Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words
- Understand and explain the figurative and metaphorical use of words in context
- Read widely across genres and show an interest in a variety of literature
- Read a wide range of texts confidently, independently and with understanding
- Read extensively and discuss personal reading with others, including in reading groups
- Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres

Understanding a Text - *Use reading skills and strategies to understand, interpret and respond to a variety of texts and can provide evidence from the text to support their understanding*

- Identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness
- Be aware that poems are open to a range of interpretations
- Understand that words can evoke mental images
- Use a range of strategies to solve comprehension problems and deepen their understanding of a text
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge
- Participate in class, group or individual author studies, understanding the work and style of a particular author and appreciating what it means to be an author
- Make informed judgments about the author's purpose
- Show awareness that poems have layers of meaning and that they need to be read and reread, and questioned and reflected on to yield their meaning
- Independently select the appropriate reading strategy for the purpose of the activity (e.g. scanning, skimming, rereading)

Written Language - Writing

Writing Process - *Uses the general skills and strategies of the writing process (prewriting, writing, revising, editing, publishing)*

- Use prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorm ideas; organizes information according to type and purpose of writing)
- Draft writing using a sequential progression of ideas
- Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen
- Use a dictionary, thesaurus and spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing
- Critique the writing of peers sensitively and offer constructive suggestions
- Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting,

consolidating, clarifying, and rearranging words and sentences

- Set personal targets to improve presentation, using a range of presentational devices, on paper and on screen

Research - *Gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions*

- Cite information sources
- Use a variety of strategies to plan research
- Use a variety of note-taking and study skills to comprehend oral and written text and gather information during research
- Consistently and confidently use a range of resources to find information and support their inquiries
- Locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community

Creating and shaping texts - *Write independently and creatively for purpose, pleasure and learning. Use and adapt a range of forms, suited to different purposes and readers.*

- Write reflectively about a text, distinguishing between the attitudes and assumptions of characters and those of the author and taking account of the needs of others who might read it
- Independently write and present a text with the reader and purpose in mind
- Create multiple-paragraph compositions
- Write independently and with confidence, showing the development of their own voice and style
- Use figurative language appropriately in writing (e.g. simile, metaphor, alliteration, idiom)
- Write using a range of genres in order to communicate effectively, for example, narrative, instructional, persuasive
- Select words and language drawing on their knowledge of literary features and formal and informal writing
- Broaden their use of vocabulary in order to enrich their writing

Grammar and mechanics - *Uses grammatical and mechanical conventions in written compositions*

- Use standard English confidently and consistently in formal writing, with awareness of the differences between spoken and written language structures
- Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns
- Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas
- Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly
- Use punctuation to convey and clarify meaning and to integrate speech into longer sentences
- Use correct capitalization
- Have a fluent and legible style of handwriting (and show competency in word processing skills)