

Gr. 5 ELA Old Curriculum GO/SO's

STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT to...

[ELA Program of Studies](#)

Grey = Lives in new curriculum **Texts** refers to oral, print and media texts

General Outcome 1	General Outcome 2	General Outcome 3	General Outcome 4	General Outcome 5
Explore thoughts, ideas, feelings and experiences	Comprehend and respond personally and critically to oral, print and other media texts	Manage ideas and information	Enhance the clarity and artistry of communication	Respect, support and collaborate with others
1.1 Discover and Explore	2.1 Use Strategies and Cues	3.1 Plan and Focus	4.1 Enhance and Improve	5.1 Respect Others and Strengthen Community
<p>1.1.1 Express ideas and develop understanding</p> <p>-use prior knowledge and experiences to make sense of new ideas and information</p> <p>- explore personal understandings</p> <p>-use own experiences as a basis for exploring and expressing opinions and understanding</p>	<p>2.1.1 Use prior knowledge</p> <p>-describe ways that personal experiences and prior knowledge contribute to new understanding and ideas</p> <p>- use knowledge of organizational structures to construct and confirm meaning</p>	<p>3.1.1 Focus attention</p> <p>-summarize important ideas in texts and express opinions about them</p> <p>- combine personal knowledge of topics with understanding of audience needs to focus topics for investigation</p>	<p>4.1.1 Appraise own and others' work</p> <p>-develop criteria for evaluating the effectiveness of texts</p> <p>-use developed criteria to provide feedback to others and to revise own work</p>	<p>5.1.1 Appreciate diversity</p> <p>-discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in texts</p> <p>-compare own and others' responses to ideas and experiences related to texts</p>
<p>1.1.2 Experiment with language and forms</p> <p>-select forms of texts that best organize ideas and information and develop understanding of topics</p>	<p>2.1.2 Use comprehension strategies</p> <p>- preview sections of texts, and apply reading rate and strategies appropriate for the purpose, content and format</p> <p>- comprehend new ideas and information by responding personally, taking notes and discussing ideas with others</p> <p>- use the meanings of familiar words to predict the meanings of unfamiliar words in context</p> <p>- monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources</p>	<p>3.1.2 Determine information needs</p> <p>-identify categories of information related to particular topics, and ask questions related to each category</p>	<p>4.1.2 Revise and edit</p> <p>-revise to add and organize details that support and clarify intended meaning</p> <p>- edit for appropriate use of statements, questions and exclamations</p>	<p>5.1.2 Relate texts to culture</p> <p>-identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in texts from diverse cultures and communities</p>
<p>1.1.3 Express preferences</p> <p>-select and explain preferences for texts</p>	<p>2.1.3 Use textual cues</p> <p>-use text features, such as maps, diagrams, special fonts and graphics, -identify and use the structural elements of texts</p>	<p>3.1.3 Plan to gather information</p> <p>-develop and follow own plan for gathering and recording ideas and information</p>	<p>4.1.3 Enhance legibility</p> <p>-write legibly, using a style that is consistent in alignment, shape and slant</p> <p>- apply word processing skills</p>	<p>5.1.3 Celebrate accomplishments and events</p> <p>-select and use language appropriate in tone and form to recognize and honour people and events</p>

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<p>1.1.4 Set goals</p> <p><i>-reflect on areas of personal accomplishment, and set personal goals to improve language learning</i></p>	<p>2.1.4 Use phonics and structural analysis</p> <p><i>- identify and know by sight the meaning of high frequency prefixes and suffixes</i></p> <p><i>- integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context</i></p>		<p>4.1.4 Expand knowledge of language</p> <p><i>-extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus</i></p> <p><i>- distinguish different meanings for the same word, depending on the context in which it is used</i></p>	<p>5.1.4 Use language to show respect</p> <p><i>-determine and use language appropriate to the context of specific situations</i></p>
	<p>2.1.5 Use references</p> <p><i>-find words in dictionaries and glossaries</i></p>		<p>4.1.5 Enhance artistry</p> <p><i>-experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis</i></p>	
1.2 Clarify and Extend	2.2 Respond to Texts	3.2 Select and Process	4.2 Attend to Conventions	5.2 Work within a Group
<p>1.2.1 Consider the ideas of others</p> <p><i>-seek the viewpoints of others to build on personal responses and understanding</i></p>	<p>2.2.1 Experience various texts</p> <p><i>-experience texts from a variety of cultural traditions and genres</i></p> <p><i>-express points of view about texts</i></p> <p><i>- make connections between fictional texts and historical events</i></p> <p><i>- describe and discuss new places, times, characters and events encountered in texts</i></p> <p><i>- write or represent the meaning of texts in different forms</i></p>	<p>3.2.1 Use a variety of sources</p> <p><i>- locate information to answer research questions, using a variety of sources</i></p>	<p>4.2.2 Attend to grammar and usage</p> <p><i>-use words and phrases to modify and clarify ideas in own writing</i></p> <p><i>- use connecting words to link ideas in sentences and paragraphs</i></p> <p><i>- identify irregular verbs, and use in own writing</i></p> <p><i>-identify past, present and future verb tenses, and use in sentences</i></p>	<p>5.2.1 Cooperate with others</p> <p><i>-accept and take responsibility for fulfilling own role as a group member</i></p> <p><i>-discuss and decide whether to work individually or collaboratively to achieve specific goals</i></p>
<p>1.2.2 Combine ideas</p> <p><i>-use talk, notes, personal writing and representing to explore relationships among own ideas and experience, those of others and those in texts</i></p>	<p>2.2.2 Construct meaning from texts</p> <p><i>-compare characters and situations portrayed in texts to those in the classroom and community</i></p> <p><i>- describe characters' qualities based on what they say and do and how they are described in texts</i></p> <p><i>-describe and discuss the influence of setting on the characters and events</i></p> <p><i>-support own interpretations of text using evidence from personal experiences and the texts</i></p>	<p>3.2.2 Access information</p> <p><i>- use a variety of tools, such as chapter headings, glossaries, to access information</i></p> <p><i>-skim, scan and listen for key words and phrases</i></p>	<p>4.2.3 Attend to spelling</p> <p><i>-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</i></p> <p><i>- study and use the correct spelling of commonly misspelled words in own writing</i></p> <p><i>- know and consistently apply spelling conventions when editing and proofreading own writing</i></p>	<p>5.2.2 Work in groups</p> <p><i>-formulate questions to guide research or investigations, with attention to specific audiences and purposes</i></p> <p><i>- contribute ideas to help solve problems, and listen and respond constructively</i></p>

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	- retell or represent stories from the points of view of different characters			
1.2.3 Extend understanding -search for further ideas and information from text to extend understanding	2.2.3 Appreciate the artistry of texts -explain how simile and hyperbole are used create mood and mental images - alter sentences and word choices to enhance meaning and to create mood	3.2.3 Evaluate sources -determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria	4.2.4 Attend to capitalization and punctuation -use capital letters, appropriately, in titles, headings and subheadings in own writing - use quotation marks and separate paragraphs to indicate passages of dialogue in own writing - recognize various uses of apostrophes , and use them appropriately in own writing	5.2.3 Evaluate group process -show appreciation for the contributions of others, and offer constructive feedback to group members
	2.3 Understand Forms, Elements and Techniques	3.3 Organize, Record and Evaluate	4.3 Present and Share	
	2.3.1 Understand forms and genres -identify and discuss similarities and differences among a variety of forms of texts -identify the main characteristics of familiar texts	3.3.1 Organize information -use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information -organize ideas and information to emphasize key points -add, delete or combine ideas to communicate more effectively	4.3.1 Present information -organize ideas and information in presentations to maintain a clear focus and engage the audience	
	2.3.2 Understand techniques and elements -identify the main problem or conflict in texts, and explain how it is resolved -identify and discuss the main character's point of view and motivation - identify examples of word choice and imagery that create particular effects - identify sections or elements in texts	3.3.2 Record information -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	4.3.2 Enhance presentation -use effective openings and closings that attract and sustain reader or audience interest	
	2.3.3 Experiment with language -experiment with words and sentence	3.3.3 Evaluate information -connect gathered information to prior	4.3.3 Use effective oral and visual communication	

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	<i>patterns to create word pictures; -identify how imagery and figurative language convey meaning</i>	<i>knowledge to reach new conclusions</i>	<i>-adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention</i>	
			4.3.4 Demonstrate attentive listening and viewing <i>-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>	
	2.4 Create Original Text	3.4 Share and Review		
	2.4.1 Generate ideas <i>-use texts from experiences as models for producing own texts</i>	3.4.1 Share ideas and information <i>- communicate ideas and information in a variety of texts - select visuals, print and/or other media to inform and engage the audience</i>		
	2.4.2 Elaborate on the expression of ideas <i>-experiment with modeled forms of texts to suit particular audiences and purposes</i>	3.4.2 Review research process <i>-assess personal research skills, using pre-established criteria</i>		
	2.4.3 Structure texts <i>-use structures encountered in texts to organize and present ideas in own texts -use own experience as a starting point and source of information for fictional texts</i>			