

English Language Arts Grade 5

Teachers Guide

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English Language Arts Grade 5: Teachers Guide

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Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

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Introduction Grade Primary – 6 Language Arts Curriculum

The English Language Arts curriculum for Nova Scotia's Grades Primary to 6 is grounded in evidence-based practices, emphasizing the impact of explicit, systematic instruction while remaining responsive to the diverse needs of all students. This curriculum reflects Nova Scotia's commitment to Inclusive Education and aligns with the understandings outlined in the Six Pillars of Effective Reading Instruction. It is structured around four core strands, Foundations of Language, Comprehension, Composition and Connection to the Content Areas, which serve as the foundation for effective literacy instruction, fostering student achievement, growth, and well-being.

Aligned with the Nova Scotia Inclusive Education Policy and guided by a Multi-Tiered System of Supports (MTSS) framework, this curriculum is designed to meet the needs of all learners through a tiered approach to universal instruction, intervention, and support. It aims to dismantle systemic barriers and close opportunity gaps, particularly for students from historically marginalized communities, including African Nova Scotian and Mi'kmaw populations. By enhancing universal instruction and integrating culturally responsive teaching practices, the curriculum acknowledges and values the diverse identities and experiences of all students, empowering all students to thrive.

The curriculum is thoughtfully designed to build students' literacy skills progressively from Grades Primary through 6. The learning progression ensures that students develop strong foundational skills in the early grades and gradually move toward mastering more complex literacy and communication skills. While some indicators are consistent across grade levels to reinforce essential skills, the curriculum introduces increased complexity and depth in tasks as students advance. This progression is evident in the variety and difficulty of texts, the sophistication of writing tasks, and the development of oral language and comprehension skills.

The curriculum equips students to engage with increasingly complex academic content across all subject areas, fostering not only critical thinking, creativity, and effective communication but also enhancing their overall content learning and understanding.

Strand A: Foundations of Language

The Foundations of Language strand provides explicit instruction in essential literacy building blocks, including oral language, phonemic awareness, phonics, fluency, vocabulary, and syntax. This foundational work is crucial across all grade levels, ensuring that every student acquires the reading and writing skills needed for academic success. A strong foundation in these areas enables students to engage confidently in independent reading and writing, setting the stage for more advanced literacy learning.

Strand B: Comprehension

In the Comprehension strand, students learn to apply their foundational language skills to understand, analyze, and interpret a wide range of texts. Instruction is designed to progressively build higher-order thinking skills, encouraging students to synthesize information, make connections, and critically engage with diverse content. This strand supports students in developing a deeper appreciation for different perspectives, knowledge systems, and literary genres, enriching their understanding of the world around them.

Strand C: Composition

The Composition strand emphasizes the importance of clear and effective written expression. Students receive explicit instruction in the writing process, including planning, drafting, revising, editing, and the fundamentals of transcription. This includes fluency in handwriting, accurate spelling, and developing the skills necessary for digital composition. As students advance, they learn to articulate their thoughts coherently and persuasively across various forms of writing. By mastering these essential skills, students are empowered to express their ideas confidently and accurately in both print and digital formats.

Strand D: Connection to Content Areas

This strand emphasizes the application of literacy skills across subject areas, including Science, Social Studies, Health Education, and more. By integrating reading, writing, speaking, and listening into content learning, students deepen their understanding of subject-specific concepts while strengthening essential literacy skills. This approach supports students in becoming confident, capable communicators who can think critically, engage meaningfully with a range of texts and ideas, and express their learning in a variety of formats. It also

reinforces the idea that literacy is not isolated to language arts, it is foundational to success across the curriculum.

Through the integration of these four strands, the Grades Primary to 6 curriculum provides a comprehensive framework that supports the development of well-rounded, literate individuals. By fostering strong communication skills, critical thinking, and cultural awareness, the curriculum prepares students for lifelong learning and active participation in their communities.

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Foundations of Language
Strand A
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Overview of Oral and Non-Verbal Communication

Outcome A1

Grade Five Teacher Guide

Oral language instruction remains foundational to literacy development and communication in the later elementary years. While early instruction (Grades Primary -2) establishes a base, continued focus on oral language in Grades 3 to 6 is essential to deepen students' vocabulary, enhance syntactical complexity, build background knowledge and verbal reasoning. These skills are critical for advancing reading comprehension, written expression, and effective oral communication as students engage with more complex texts and ideas.

Outcome A1 in Grades 3 to 6 provides curriculum outcomes that guide classroom instruction to further develop these critical skills. At this stage, students will refine their ability to contribute thoughtfully to both formal and informal contexts through oral and written communication. Building upon the foundational skills established in earlier grades, students will expand their ability to synthesize information and communicate their understanding effectively.

This outcome also emphasizes the integration of our province's diverse cultural heritage, particularly honouring the rich contributions of Mi'kmaw, African Nova Scotian, and other cultural communities. By embedding culturally responsive teaching practices, educators can ensure that students' linguistic and cultural backgrounds are recognized, valued, and leveraged as assets in their learning journey. Integrated instruction builds academic language, reading and writing and has large positive impacts on Literacy growth. This inclusive approach fosters an environment where all students feel acknowledged and respected, promoting a deeper mutual understanding and appreciation of diversity within our classrooms.

Integrated Language Arts instruction, where connections are made with Science, Social Studies, Health, and the Arts, becomes increasingly important in Grades 3 to 6. Students engage in more complex and meaningful communication as they explore cross-curricular topics. Listening and speaking activities, such as debates, presentations, collaborative discussions, and dramatic role-plays, help students apply their language skills in authentic, culturally relevant contexts. These activities affirm students' experiences and encourage them to draw upon their own backgrounds and interests, enhancing engagement and learning.

Key Indicators in Outcome A1:

1. **Listening for Communication and Comprehension:** As students progress, they will refine their ability to listen, interpret messages accurately, and engage critically with the information they hear or take in. These skills are essential for effective participation in discussions, collaborative projects, and problem-solving activities.
2. **Oral and Non-Verbal Communication Strategies:** Students will explore and apply a wider range of strategies to enhance spoken interactions, using tone, pace, volume, and non-verbal cues like facial expressions and gestures. These skills will enable them to communicate their ideas more clearly and adapt their communication to various contexts and audiences.
3. **Vocabulary, Word Choice, Syntax, and Grammar in Oral Communication:** Explicit instruction in expanding vocabulary, word choice, and applying more complex syntactical structures and grammar will continue to be a focus. These elements support not only oral communication but also the development of reading comprehension of more complex texts and written expression.

The emphasis in Grades 3 to 6 is on enabling students to express themselves with greater clarity and depth. Through thoughtfully designed classroom activities guided by curriculum outcomes, students will develop the confidence to articulate their thoughts, listen critically and empathetically to others, and adapt their communication strategies for different purposes and audiences. By supporting the growth of these skills, we prepare students to engage meaningfully with the world around them and to become thoughtful, effective communicators.

Outcome A1: Grade 5

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

Indicators A1.1 Listening and Communicating for Comprehension

Grade 3	Grade 4	Grade 5	Grade 6
Use listening strategies to understand oral communication and interact with various contexts including cultural contexts.	Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.	Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.	Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.

Growing Understanding

Listening Strategies: Techniques used to comprehend and engage with spoken information, including actively listening, seeking clarification, and making relevant responses.

Asking Questions: A method for gaining more information, addressing confusion, or promoting a deeper level of discussion by posing relevant and clear questions.

Responding to Others: The ability to provide thoughtful and relevant replies that contribute meaningfully to the conversation and demonstrate comprehension. Providing feedback and how to politely disagree. (e.g.: Thank you for sharing your opinion, I see things differently, or That's an interesting idea, here is what I wonder about.)

Engagement in Dialogue: Actively participating in conversations by listening attentively, asking questions to gain clarity, and responding in ways that help move the conversation forward.

Appropriate Listening Strategies: Selecting and applying the right listening techniques, such as questioning or summarizing, based on the context, purpose, and audience.

Adapting to Different Situations: The ability to adjust listening and communication strategies based on the situation, including formal or informal settings, and the individuals involved.

Cultural and Contextual Sensitivity: Teachers must recognize the need to modify listening approaches according to cultural or situational factors, ensuring responses are respectful and contextually appropriate.

Synthesize Information: The ability to bring together various pieces of information from different sources or perspectives during a conversation to form a complete understanding.

In Grade 4, students were introduced to actively selecting and using listening strategies such as asking questions for clarification and responding to others based on the situation. By Grade 5, students are expected to refine their ability to apply these strategies in a wider variety of situations, demonstrating more adaptability in both formal and informal settings. They should also start synthesizing the information they hear from multiple sources, using a range of listening strategies to manage more complex conversations.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Ask relevant questions to clarify understanding during conversations.
- Summarize or paraphrase what others have said to ensure accurate comprehension.
- Choose the appropriate listening strategy based on the context and purpose of the conversation.
- Engage thoughtfully in both formal and informal discussions, adapting their responses to the situation.
- Seek clarification when the message is unclear or when further detail is needed.
- Listen actively and attentively, responding based on the dynamics of the conversation.
- Demonstrate respect for different viewpoints through thoughtful and relevant responses.

Outcome A1: Grade 3

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

Indicators A1.2 Oral and Non-Verbal Communication Strategies

Grade 3	Grade 4	Grade 5	Grade 6
Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages and information.	Identify and use oral and non-verbal communication strategies to understand or communicate ideas and meaning.	Identify and use oral and non-verbal communication strategies to understand or share ideas and meaning.	Identify and use oral and non-verbal communication strategies and describe how these strategies support understanding.

Growing Understanding

Oral Communication Strategies: Verbal techniques used to express and share ideas, such as articulating, adjusting tone, pitch, and volume, and organizing thoughts logically. These strategies ensure that the speaker's message is heard and understood.

Non-Verbal Communication Strategies: Non-verbal methods used to complement or emphasize verbal communication, including body language, gestures, facial expressions, posture, eye contact, and physical proximity. These strategies help convey emotions, reinforce meaning, and provide additional context to verbal communication.

Interpreting Meaning: The process of understanding and making sense of both verbal and non-verbal cues. This involves recognizing how tone of voice, gestures, and facial expressions contribute to the meaning of a message.

Engaging in Dialogue: Actively participating in conversations by listening attentively, using non-verbal cues to show interest, and responding in a way that moves the conversation forward. This includes taking turns, asking questions, and providing meaningful feedback.

Culturally Responsive Teaching Considerations: The understanding that communication strategies must be adapted based on the context, purpose, and audience. This includes recognizing when to use formal or informal language and how to adjust non-verbal cues based on the situation. Understanding that non-verbal cues (like eye contact or gestures) may have different meanings in different cultures. Learning to be aware and respectful of cultural differences in communication styles.

Reflect on Communication: The ability to assess and adjust one's communication strategies based on feedback and the effectiveness of the interaction. This includes noticing when non-verbal cues may not align with the message and correcting it.

In Grade 4, students began identifying and using oral and non-verbal communication strategies to understand and communicate ideas in various contexts. By Grade 5, students are expected to refine these skills by applying them more intentionally and flexibly in diverse situations. There is a greater emphasis on active listening, contextual communication, and the ability to reflect on and adjust communication strategies in real-time, ensuring clarity and mutual understanding.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Use clear and appropriate oral communication strategies (e.g., volume, tone) to share ideas effectively.
- Interpret non-verbal cues (e.g., facial expressions, posture) to understand messages fully.
- Select the appropriate communication strategies based on the situation, audience, and purpose of the message.
- Use gestures, body language, and facial expressions to reinforce verbal communication and share meaning.
- Engage in conversations by actively listening, asking questions, and providing thoughtful responses.
- Demonstrate active listening by nodding and asking follow-up questions to ensure understanding.
- Adjust communication strategies in response to feedback, ensuring the message is clear and understood by others.
- Reflect on the effectiveness of their communication and make adjustments if necessary to improve clarity or engagement.
- Share ideas in a way that is respectful and encourages open dialogue, using both verbal and non-verbal strategies.

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Outcome A1: Grade 5

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

Indicators A1.3 Vocabulary, Word Choice, Syntax and Grammar

Grade 3	Grade 4	Grade 5	Grade 6
Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.

Growing Understanding

Different Sentence Types: Various types of sentences that help communicate ideas clearly and engagingly. These include:

Simple sentences: To convey a single, clear idea.

Compound sentences: To link related ideas with coordinating conjunctions.

Complex sentences: To explain relationships between ideas by connecting independent and dependent clauses.

Compound-complex sentences: To combine multiple ideas with both coordination and subordination, creating more nuanced expression.

Connected Sentences: Sentences that flow logically from one to another, with appropriate transitions and coherence. This involves using conjunctions, adverbs, and other linking words to help the audience follow the progression of ideas.

Word Choice: Choosing specific words that are not only accurate but also suitable for the context, tone, and audience. Word choice impacts how effectively the message is communicated and received.

Syntax: The arrangement of words and phrases to create well-formed and grammatically correct sentences. Good syntax helps make sentences clear and easy to understand.

Audience Awareness: Understanding the audience's needs and adjusting the vocabulary, details, and sentence structure accordingly. Different situations require different levels of detail, formality, and tone.

Contextual Adaptation: The ability to adjust the vocabulary, sentence structures, and descriptive details based on the specific context in which communication occurs (e.g., persuasive, narrative, explanatory).

Affirming Home Dialect: Recognizing and valuing the language or dialect that students use in their home and community as valid, meaningful, and an essential part of their identity. This approach acknowledges that students' home language is an asset rather than a deficit.

Code-Switching: The ability to shift between different forms of language or dialects depending on the context or audience. It involves helping students understand when it might be beneficial to use more formal language (like in essays or presentations) versus informal or home language (like when talking to friends or family).

In Grade 4, students focused on using explicitly taught vocabulary, descriptive details, and different sentence types to communicate ideas clearly. By Grade 5, students are expected to refine these skills by connecting sentences logically and effectively to ensure their ideas flow smoothly. There is a stronger emphasis on adapting these communication strategies to different situations, demonstrating greater control over language use for both clarity and engagement.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Use explicitly taught vocabulary accurately and effectively to convey meaning.
- Incorporate descriptive details to enrich communication and help the audience understand the subject more deeply.
- Select and vary sentence types (simple, compound, complex) to suit the message and audience.
- Connect sentences logically to ensure ideas flow cohesively, using appropriate transitions and linking words.
- Use correct syntax and grammar to create clear and effective sentences.
- Adapt word choice, details, and sentence structures based on the situation and audience.
- Clarify ideas by linking related concepts through connected sentences, helping the audience follow the progression of thought.

Overview of Foundational Word Reading and Spelling

Outcome A2

Grade Five Teacher Guide

Word-level reading, spelling, vocabulary, and fluency are critical components of literacy development in the later elementary years. While the early grades (Primary to Grade 2) establish a strong foundation in phonics and basic word reading, instruction in Grades 3 to 6 shifts to more advanced skills that enable students to become proficient, independent readers and writers. This outcome focuses on consolidating students' orthographic and morphological knowledge, expanding their vocabulary, and enhancing their reading fluency. These skills are essential for supporting reading comprehension, written expression, and effective communication as students engage with more complex texts across various subjects.

Outcome A2 in Grades 3 to 6 provides curriculum outcomes that guide classroom instruction to develop these essential skills. At this stage, students will deepen their ability to decode, spell, and understand words, using strategies that move beyond phonics to include word structure and meaning. This progression is crucial as students transition to reading and writing for learning in different content areas, applying their literacy skills to science, social studies, health, and the arts. By building on the foundational skills established in earlier grades, students will strengthen their capacity to read accurately and fluently, enabling them to access and understand increasingly sophisticated texts.

This outcome also emphasizes the integration of our province's diverse cultural heritage, particularly celebrating the contributions of Mi'kmaq, African Nova Scotian, and other cultural communities. By embedding culturally responsive teaching practices, educators can ensure that students' linguistic and cultural backgrounds are recognized, valued, and integrated into their learning. Providing explicit, systematic instruction in foundational word reading, spelling, and vocabulary is an equity-driven approach. These skills are not only essential for academic success, but they also serve as powerful tools to close opportunity gaps that have historically impacted Mi'kmaq and African Nova Scotian learners.

As students progress through Grades 3 to 6, Integrated Language Arts instruction becomes more vital, with connections made to cross-curricular topics. By exploring vocabulary, word meanings, and fluency in context, students develop a deeper understanding of content and are able to express their ideas more clearly. Classroom activities such as reading diverse texts, engaging in vocabulary-rich discussions, and practicing fluent reading in meaningful contexts encourage students to apply their language skills authentically and purposefully.

Key Indicators in Outcome A2:

1. **Word-Level Reading and Spelling: Using Morphological Knowledge**

Across Grades 3 to 6, students will leverage their understanding of roots, prefixes, and suffixes to decode, spell, and infer the meanings of unfamiliar words, supporting reading comprehension and writing.

2. **Vocabulary Development**

Explicit instruction in vocabulary will continue to expand students' language abilities. This is crucial for enhancing comprehension and expressive skills in various subjects. Effective vocabulary instruction emphasizes both Tier 2 and Tier 3 words. Tier 1 words are every day, high-frequency words that students encounter regularly, such as *run* or *happy*. Tier 2 words, in contrast, are high-utility words that appear across various contexts and subjects, such as *analyze*, *predict*, or *justify*. These words are particularly important because they help students engage with academic texts and discussions more deeply.

3. **Reading Fluency: Accuracy, Rate, and Prosody**

Instruction will focus on reading with accuracy, appropriate rate, and expression to support comprehension. As students become more fluent readers, they can focus on the meaning of the text rather than decoding, which allows for deeper engagement with content.

By supporting the growth of these skills, students are better prepared to engage meaningfully with complex texts and diverse content areas. Through thoughtfully designed instructional practices guided by the curriculum, students will develop the ability to read and write with confidence, accuracy, and fluency, equipping them for lifelong learning.

Outcome A2: Grade 5

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.1 Word Level Reading and Spelling

Grade 3	Grade 4	Grade 5	Grade 6
	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.

Growing Instructional Understanding

In Grade 5, students build upon their phonics and orthographic knowledge to confidently read, spell, and pronounce multisyllabic words. By now, they should recognize more complex patterns in words, including advanced prefixes, suffixes, and syllables. Students are expected to handle multisyllabic words with greater fluency and accuracy.

Phonics Knowledge: Phonics refers to understanding the relationship between letters and sounds. At Grade 5, students should have developed strong decoding skills, allowing them to break down complex words into their parts (syllables, prefixes, and suffixes).

They should be able to apply their phonics knowledge to unfamiliar multisyllabic words, decoding them by recognizing familiar sound patterns and syllables.

Orthographic Knowledge: Orthographic knowledge involves understanding the spelling rules and patterns in words. At this level, students should be able to spell complex multisyllabic words by recognizing syllable patterns, affixes, and the structural conventions of spelling.

By Grade 5, students should be comfortable applying spelling rules that govern multisyllabic words, such as the dropping of silent vowels, doubling consonants, or adding suffixes to base words.

Fluency in Reading Multisyllabic Words: Fluency in reading multisyllabic words is crucial for comprehension and overall reading fluency. Students should be able to read longer words effortlessly, without hesitation, applying their phonics and orthographic knowledge.

Encourage Use of Phonics and Spelling Rules During Writing: In writing, encourage students to apply their phonics and orthographic knowledge when spelling multisyllabic words. Encourage students to check for consistency in their spelling by looking for patterns (e.g., “-tion” ending in words like “station,” “caution,” “direction”).

See Appendix A2.1 for more details.

Evidence of Learning for Indicators

The following information provides suggested “Look Fors” to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Decode multisyllabic words fluently by breaking down unfamiliar words into syllables and applying phonics knowledge for accurate pronunciation.
- Use orthographic knowledge to spell multisyllabic words accurately by recognizing common prefixes, suffixes, and syllable patterns.
- Pronounce complex words fluently by segmenting them into syllables and recognizing familiar patterns.
- Self-correct pronunciation of multisyllabic words when mistakes occur, applying phonics and orthographic rules to revise.
- Apply spelling rules when writing multisyllabic words, using learned patterns and affixes to form accurate words in writing (e.g., “I used the rule of adding ‘-ing’ to ‘help’ to spell ‘helping’”).
- Write multisyllabic words correctly in writing, demonstrating consistency in applying phonics and orthographic rules.

Outcome A2: Grade 5

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.2 Word Level Reading and Spelling: Using Morphological Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Use developing knowledge of the meanings of words and common morphemes to understand, read and spell words.	Use developing morphological knowledge to understand, read and spell words with increasing independence.	Use developing morphological knowledge and to understand, read and spell words with increasing independence.	Use morphological knowledge and to understand, read and spell words with increasing independence.

Growing Understanding

Knowledge of Morphemes: The ability to effectively and efficiently use an understanding of base words, prefixes, suffixes, and other morphemes to read and spell words. This knowledge allows students to recognize and apply word parts quickly, leading to greater fluency in both reading and writing.

Morphemes: The smallest units of meaning in a language, including:

Base Words: The main part of a word that carries the primary meaning (e.g., "help" in "helpful").

Prefixes: Morphemes added to the beginning of a word to change its meaning (e.g., "dis-" in "disagree").

Suffixes: Morphemes added to the end of a word to modify its meaning or its part of speech (e.g., "-ly" in "quickly").

Accuracy: The ability to read and spell words correctly by recognizing and applying knowledge of word parts, spelling rules, and morphemes. Accuracy ensures that words are pronounced and written correctly, reflecting their intended meaning.

See appendix A2.2 for more details.

Automaticity: The ability to recognize and apply knowledge of morphemes quickly and effortlessly, leading to fluent reading and spelling. This involves knowing common word parts and spelling patterns so well that they can be used without conscious effort.

Word Structure: Understanding how morphemes are combined to form words and how the meaning of a word is influenced by its components (e.g., "re-" + "write" = "rewrite").

Spelling Patterns: Recognizing the predictable ways that morphemes combine to form words, including patterns like doubling consonants when adding suffixes (e.g., "hop" becomes "hopping") and silent letters (e.g., "kn" in "knight").

Word Meaning and Context: Using knowledge of morphemes to understand new or unfamiliar words based on their parts. This includes applying context to confirm the meaning of a word when reading.

In Grade 4, students apply their knowledge of morphemes to read and spell words with increasing accuracy. By Grade 5, the expectation is that students will have developed sufficient fluency with these word parts, enabling them to read and spell with both accuracy and automaticity. This means they can quickly recognize and apply common morphemes without needing to consciously break down words, improving their reading and writing efficiency.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Recognize and apply knowledge of common morphemes (e.g., prefixes, suffixes, base words) to read and spell words accurately.
- Read and spell multisyllabic words correctly by breaking them into familiar morphemes (e.g., "disagree" = "dis-" + "agree").
- Demonstrate automaticity in recognizing and applying word parts when reading, without pausing to break down every word.
- Spell words correctly by applying knowledge of spelling patterns
- Understand and apply the meanings of words by breaking them into their morphemes (e.g., understanding that "rewrite" means "to write again").
- Use knowledge of morphemes to pronounce unfamiliar words accurately (e.g., "revisit" = "re-" + "visit").
- Increase reading fluency by quickly recognizing and decoding words based on their morphemic structure.

Outcome A2: Grade 5

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.3 Vocabulary

Grade 3	Grade 4	Grade 5	Grade 6
Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.	Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.	Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.	Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.

Growing Understanding

Tier 1 Words: These are basic, everyday words that are commonly used in spoken language and often acquired naturally without explicit instruction. While these words are typically not the primary focus of instruction in Grades 3–6, attention may be given to students who need additional support with foundational language acquisition, and/or to English Language Learners

Tier 2 Words: These are high-utility academic words that are less common in everyday conversation but appear frequently in written texts across subjects. They often have multiple meanings and are essential for comprehension and academic success (e.g., analyze, predict, summarize, compare, consequence, evidence). Instruction in these words is critical because they bridge understanding across different subjects and support the development of reading comprehension, writing, and speaking skills.

Specific to Literacy, some examples may include character, setting, plot, opinion, argument, inference, and summary.

Vocabulary Instruction: Provide direct instruction on word meanings, usage, and morphology (e.g., prefixes, suffixes, and root words) to build students' vocabulary knowledge.

Emphasize how vocabulary supports understanding of Literary text forms and structures (e.g., narrative, informational, persuasive).

Scaffold instruction to help students see how word knowledge applies across different texts, when writing or speaking.

Encourage students to actively use new vocabulary in speaking, writing, and classroom discussions.

Focus on using explicitly taught words in multiple contexts to solidify understanding and ensure transferability (e.g., practicing vocabulary during discussions of themes, author's purpose, or text analysis).

See *Appendix A2.3* for more details.

Developing Word Learning Strategies: Teach students strategies to independently determine the meanings of unfamiliar words using morphological analysis (e.g., decoding compound words, prefixes like re- or suffixes like -ful).

Word Parts: Understanding the meanings of prefixes, suffixes, and roots to break down unfamiliar words. For example, students can understand the meaning of "unhappiness" by recognizing "un-" (a prefix meaning "not") and "happiness" (a noun meaning "joy"), leading to the definition of "not happy." (See *connections to A2.2*)

Word Relationships: Recognizing how words relate to each other within the text by identifying synonyms and antonyms. For instance, if a text contrasts "cold" and "freezing," students can use this relationship to better understand the intensity of the term "freezing" compared to "cold."

Culturally Responsive Vocabulary Instruction: Use texts and discussions that reflect diverse cultural perspectives, ensuring exposure to vocabulary that connects to students' lived experiences and broadens their understanding of the world. Encourage exploration of words that represent cultural contexts, values, and histories within narratives and informational texts.

Tier 3 Vocabulary: These are subject-specific, specialized words that are typically used within a particular field of study or content area (e.g., *photosynthesis, sedimentary, legislature, emotional literacy*). Tier 3 words are often explicitly taught during content-area instruction, as they are essential for understanding key concepts in science, social studies, mathematics, health and other disciplines. These words are less likely to appear in everyday language or across multiple subjects.

See *Strand D* for Tier 3 Vocabulary Instruction.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Use Tier 2 vocabulary accurately in speaking and writing to communicate more complex ideas (e.g., "analyze," "compare," "investigate").

- Identify and use word parts (prefixes, suffixes, roots) to understand new words and break down complex vocabulary (e.g., “unbelievable” by recognizing “un-” and “believable”).
- Use synonyms, antonyms, and word relationships to expand vocabulary and improve understanding of new words (e.g., understanding that “big” and “large” are synonyms, or “cold” and “freezing” are related in meaning).
- Demonstrate the ability to use newly learned words in writing and conversations, showing an understanding of how to apply vocabulary in different contexts.

Outcome A2: Grade 5

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Indicators A2.4 Reading Fluency: Accuracy, Rate and Prosody

Grade 3	Grade 4	Grade 5	Grade 6
Read texts fluently with accuracy, pacing and expression to support comprehension.	Read texts fluently with accuracy, pacing and expression to support comprehension.	Read texts fluently with accuracy, pacing and expression to support comprehension.	Read texts fluently with accuracy, pacing and expression to support comprehension.

Growing Understanding

Fluency: Grade 5 students should be able to read with a natural flow, integrating their understanding of complex texts without focusing too much on word recognition. Fluent reading at this level reflects strong comprehension and the ability to discuss the text.

Accuracy: At Grade 5, accuracy becomes more nuanced, as students are now reading longer, more complex texts. They should have the tools to handle multisyllabic words and vocabulary, ensuring comprehension despite challenging language.

Rate: Pacing should be smooth and consistent, with Grade 5 students able to vary their speed based on the text. Narrative texts may encourage quicker pacing, while informational texts will require more thoughtful pacing to absorb the details.

Fluency in Silent Reading: Students should work toward reading texts fluently with accuracy, pacing, and expression to support comprehension, ensuring that silent reading maintains a grade-appropriate pace and understanding

Prosody: Prosody refers to the rhythm, stress, and intonation patterns used when reading aloud or speaking. It includes elements such as pitch, tone, volume, pace, and expression, all of which contribute to conveying meaning and emotion in spoken language.

Expression and Intonation: Students should adjust their intonation and expression to communicate ideas clearly and engage with different text types. For example, they might read an informative passage with clarity and use different tones to match typographic features (e.g. Bolded or italicized words) and punctuation.

Comprehension Support: At Grade 5, fluency directly supports comprehension. Students should read a variety of text types, including complex informational and literary texts, and analyze them while reading fluently.

Grade 5 students are expected to read more complex texts fluently and accurately, with a stronger focus on content. They should also use their fluency to engage more deeply with the text, demonstrating comprehension through thoughtful pacing and expression.

Evidence of Learning for Indicators

The following information provides suggested “Look Fors” to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Read complex texts with accuracy and steady pacing, adjusting speed as needed for content and context.
- Utilize expression and intonation to bring meaning to the text, including emphasis in narrative or persuasive texts.
- Demonstrate fluent reading of complex words and academic vocabulary.
- Vary pacing according to text type, slowing down for technical, dense information, and speeding up for lighter narrative passages.
- Use proper intonation to highlight questions, statements, and exclamations in texts.

Overview of Language Conventions for Reading and Writing

Outcome A3

Grade Five Teacher Guide

In Grades 3 to 6, literacy instruction shifts towards refining students' understanding and application of writing conventions, sentence structure, and grammar. Building on the foundational skills developed in earlier grades, this outcome looks to grow students' abilities to compose clear, cohesive, and varied sentences, while also deepening their knowledge of grammar and the effective use of capitalization and punctuation. These skills are essential not only for writing but also for enhancing reading comprehension and communication across subjects.

Outcome A3 in Grades 3 to 6 guides classroom instruction to help students master more advanced aspects of written and oral language. At this stage, students will move beyond simple sentence construction to include compound and complex sentence forms, allowing them to express more nuanced ideas and relationships. By understanding how different parts of speech and sentence structure function, students can communicate their thoughts more effectively and with greater precision.

Our classrooms are enriched by the diverse linguistic backgrounds of students, including those from Mi'kmaq, African Nova Scotian, and other cultural communities, as well as English as an Additional Language (EAL) learners. Recognizing that students' home languages and dialects influence their writing, this curriculum emphasizes the importance of valuing these diverse linguistic resources. By providing explicit instruction in standard written conventions while affirming students' linguistic identities, educators create an inclusive environment where all learners feel valued and respected.

This inclusive approach helps students see the differences in language conventions not as deficits but as variations that can be understood and navigated. By embracing linguistic diversity, teachers support students in developing strong writing skills while respecting their cultural backgrounds.

As students progress through Grades 3 to 6, the integration of writing conventions with content learning becomes increasingly important. By connecting grammar, sentence structure, and punctuation to subjects like science, social studies, and the arts, students learn to communicate their understanding of content clearly and effectively. Through activities such as writing informational reports, constructing persuasive essays, and engaging in creative storytelling, students apply their language skills in meaningful, real-world contexts.

Key Indicators in Outcome A3:

1. **Syntax and Sentence Structure**

Students receive explicit instruction on how word order and sentence structure convey meaning. In Grade 3, students learn to compose simple, compound, and complex sentences. As they progress to Grades 4 through 6, they refine their skills to include compound-complex sentences, using different sentence types to show relationships between ideas and enhance clarity in their writing.

2. **Grammar**

Instruction focuses on understanding and using parts of speech correctly to enhance sentence clarity and coherence. By Grades 5 and 6, students deepen their understanding of how grammar supports both comprehension and communication. This approach moves beyond memorizing rules to applying grammatical knowledge in authentic writing and reading tasks.

3. **Capitalization and Punctuation**

Proper use of capitalization and punctuation is crucial for the readability and flow of texts. Beginning with a focus on basic rules in Grade 3, students learn to use a variety of punctuation marks to communicate meaning more effectively. By Grades 5 and 6, students apply these conventions in more complex writing, such as dialogue and extended written pieces, to improve clarity and expression.

Through structured and explicit instruction, Outcome A3 supports the development of confident writers and communicators who can navigate the complexities of language. By affirming the diverse linguistic backgrounds of students and recognizing their unique language experiences, we create a supportive and inclusive learning environment where all students can achieve success. This approach not only supports academic achievement but also fosters a deeper appreciation of linguistic and cultural diversity, preparing students to become thoughtful, effective communicators in a global society.

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Outcome A3: Grade 5

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Indicators A3.1 Syntax and Sentence Structure

Grade 3 Compose simple, compound, and complex sentences in writing using syntax, sentence structure.	Grade 4 Identify and create different sentence types, including simple and compound sentences.	Grade 5 Identify and create different sentence types, including compound-complex sentences.	Grade 6 Use different sentence types to communicate clearly, including complex sentences to show relationships between ideas.
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Growing Understanding

The relationship between reading and writing is reciprocal, meaning that the skills developed in one area directly support and enhance the other. In the context of applying knowledge of sentence structure, grammar, capitalization, and punctuation, learners benefit from understanding how these elements function in both reading and writing

Sentence Types: Students should be able to identify and create simple, compound, and compound-complex sentences:

Simple sentences: A single independent clause with a subject and a verb (e.g., "The cat sleeps.").

Compound sentences: Two independent clauses connected by a coordinating conjunction (e.g., "The dog barks, and the cat runs.").

Compound-complex sentences: A sentence that includes two independent clauses and at least one dependent clause (e.g., "The dog barks because it is hungry, and the cat hides under the table.").

Building Complexity: In Grade 5, students will focus on compound-complex sentences. These sentences allow students to convey more detailed thoughts and show connections between ideas. Students will need to recognize the use of both independent and dependent clauses in a sentence, and how they are linked with conjunctions like "because," "although," "since," "if," or "when."

See *Appendix A3.1*

Punctuation and Sentence Structure: Grade 5 students should learn how to punctuate compound-complex sentences. This includes using commas to separate clauses, especially when the dependent clause comes at the beginning of the sentence and using conjunctions to properly link clauses. Teachers should emphasize clarity in sentence structure while ensuring grammatical accuracy.

Improving Oral Speaking and Writing with Variety: Using a variety of sentence structures will make students' writing more engaging and sophisticated. Compound-complex sentences allow students to express more nuanced ideas and show relationships between different pieces of information in a single sentence.

Culturally Responsive Teaching Considerations: Teachers should be aware of the linguistic backgrounds of their students. For some students, different sentence structures or code-switching may come naturally based on their cultural language practices. Teachers should affirm these practices and validate students' linguistic diversity, helping them navigate how to adapt their language for different contexts, particularly in formal writing.

In Grade 4, students begin to build on basic sentence structures, focusing on simple and compound sentences. In Grade 5, students are introduced to compound-complex sentences, where they learn to combine more complex ideas using independent and dependent clauses. This transition allows students to express more sophisticated relationships between ideas and improve both their written and spoken communication. Teachers should continue to reinforce the use of proper punctuation and conjunctions in combining sentences.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify compound-complex sentences by recognizing two independent clauses and at least one dependent clause (e.g., "The dog barks because it is hungry, and the cat hides under the table.").
- Create compound-complex sentences using conjunctions such as "because," "although," "if," "when," and "since" to connect ideas.
- Use punctuation correctly in compound-complex sentences, placing commas before conjunctions when needed (e.g., "If it rains tomorrow, we will stay inside, and we will play board games.").

- Combine two independent clauses with a dependent clause to express more detailed, complex thoughts in writing (e.g., "I went to the store because I needed milk, and I also bought some bread.").
- Use correct punctuation and conjunctions to separate clauses and ensure clarity in compound-complex sentences.

Outcome A3: Grade 5

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Indicators A3.2 Grammar

Grade 3	Grade 4	Grade 5	Grade 6
Identify how parts of speech and sentence structures to support reading comprehension and writing.	Identify how different parts of speech work in sentences and use them correctly to support reading comprehension and writing.	Recognize how different parts of speech work in sentences to communicate clearly, support reading comprehension and writing.	Recognize how parts of speech work and use them to communicate clearly and support reading comprehension and writing.

Growing Understanding

Parts of Speech: In Grade 5, students should have a strong grasp of how different parts of speech function within sentences. This includes:

Nouns: Person, place, thing, or idea (e.g., "book," "teacher," "courage").

Verbs: Action or state of being (e.g., "run," "is," "seem").

Adjectives: Words that describe nouns (e.g., "red," "fast," "tall").

Adverbs: Words that describe verbs, adjectives, or other adverbs (e.g., "quickly," "very," "loudly").

Pronouns: Words that take the place of nouns (e.g., "he," "they," "it").

Prepositions: Words that show relationships between nouns (e.g., "under," "through," "between").

Conjunctions: Words that link words, phrases, or clauses (e.g., "and" "but," "although").

Interjections: Words or phrases that show strong emotion or reaction (e.g., "Wow!" "Ouch!").

Sentence Construction: Students should understand how parts of speech work together to form grammatically correct and meaningful sentences. For example: Nouns and verbs are the core components of a sentence (e.g., "The cat sleeps").

Adjectives and adverbs provide additional details that make sentences more specific (e.g., "The small cat sleeps soundly").

Conjunctions link independent and dependent clauses, making sentences more complex and fluid (e.g., "I wanted to go outside, but it was raining.").

Supporting Understanding: When students use the correct parts of speech, they not only communicate their ideas clearly, but they also make it easier for others to follow their reasoning and understand the text. For example, correctly placed adjectives and adverbs can emphasize key points, while conjunctions can connect related ideas in a way that makes sense.

Culturally Responsive Teaching Considerations: Students may bring diverse linguistic backgrounds to the classroom. Some students may use different dialects or languages in informal settings, and teachers should validate and support these variations while guiding students to use standard grammar when writing in academic contexts.

In Grade 4, students start to use a variety of sentence structures and understand the function of different parts of speech within simple and compound sentences. By Grade 5, students are expected to refine their understanding by using more complex sentence structures, including multiple parts of speech to express more detailed ideas. They will also focus on clarity and flow, ensuring that their use of parts of speech helps make their ideas clear and understandable.

See Appendix A3.2

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify and use nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions correctly within sentences.
- Construct complex sentences that include a variety of parts of speech to clearly express ideas (e.g., "The excited dog runs quickly through the park and chases the ball.").

- Use adjectives and adverbs to provide detailed descriptions that enhance meaning (e.g., "She spoke very loudly" or "The large brown dog barks loudly.>").
- Join ideas in compound and complex sentences using conjunctions like "and" "but," "or," and "because" (e.g., "I wanted to play outside because the weather was nice, but I had to finish my homework first.>").
- Use pronouns to replace nouns in a way that avoids repetition and maintains clarity (e.g., "The dog is running fast. It is very excited.>").
- Apply prepositions to show relationships between objects and locations (e.g., "The book is on the table.>").
- Use interjections appropriately to convey emotion or reaction in writing or speech (e.g., "Wow! That was amazing!" or "Oh no! I missed the bus.>").

Outcome A3: Grade 5

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Indicators A3.3 Capitalization and Punctuation

Grade 3	Grade 4	Grade 5	Grade 6
Apply knowledge of capitalization and appropriate punctuation when reading and writing.	Use capitalization and a variety of punctuation correctly, to communicate clearly.	Use capitalization and a variety of punctuation correctly to communicate clearly.	Use capitalization and a variety of punctuation correctly to communicate clearly.

Growing Understanding

<p>Capitalization: By Grade 5, students should have a strong understanding of capitalization rules and apply them consistently:</p> <p>First word in a sentence (e.g., "The dog runs fast.>").</p> <p>Proper nouns for names of people, specific places, organizations, and titles (e.g., "Michael," "New York," "The Lion King").</p> <p>Pronoun "I" (e.g., "I am going to the store.>").</p> <p>Punctuation: Grade 5 students should demonstrate proficiency in using a variety of punctuation marks to enhance clarity and meaning in their writing. This includes:</p> <p>Period (.): Used at the end of declarative sentences (e.g., "The dog barks.>").</p> <p>Question mark (?): Used at the end of direct questions (e.g., "Where are you going?").</p> <p>Exclamation mark (!): Used to show strong feelings or emphasis (e.g., "Wow! That's amazing!").</p> <p>Comma (,): Used in lists, after introductory phrases, before conjunctions in compound sentences, and to separate non-essential information (e.g., "I like apples, oranges, and bananas.>").</p> <p>Quotation marks (" "): Used to enclose direct speech or quotations (e.g., "She said, 'I will be there soon.'").</p> <p>Apostrophes ('): Used in contractions (e.g., "don't," "can't") and to show possession (e.g., "the dog's toy").</p> <p>Colon (:) and Semicolon (;): Used for more advanced punctuation, such as before lists or to link closely related independent clauses (e.g., "There are three colors: red, blue, and green." / "I like apples; they are healthy and delicious.>").</p> <p>Clarity and Communication: Proper punctuation and capitalization help students clearly convey meaning and ideas. It aids in ensuring sentences are understandable, organized, and engaging. Using punctuation correctly can make a significant difference in how well a reader understands the writer's message.</p>	<p>Consistency in Punctuation: Grade 5 students should demonstrate consistency in their use of punctuation marks throughout their writing, making sure each sentence follows the appropriate rules to maintain clarity and flow.</p> <p>Culturally Responsive Teaching Considerations: Teachers should be aware of linguistic and cultural differences in how punctuation may be used in informal settings or other languages. For instance, students might use punctuation less frequently in informal communication or might be familiar with different punctuation systems in other languages. While teaching standard punctuation rules, it is important to validate students' home language or dialect practices, helping them navigate the academic conventions of punctuation while respecting their linguistic backgrounds.</p> <p>EAL Considerations: In languages with different syntactical structures: For example, in Chinese, punctuation marks like the period, comma, or question mark may appear less frequently, as sentence boundaries can often be implied through context and the structure of the language itself. Similarly, in Arabic, punctuation rules differ slightly, especially in how quotation marks are used and how question marks are positioned in relation to the sentence. Teachers should provide support for adjusting to standard academic conventions, such as when transitioning from informal spoken language or home language practices to writing in academic English, while respecting and validating students' linguistic backgrounds.</p> <p>In Grade 4, students solidify their understanding of basic punctuation and capitalization rules. By Grade 5, they are expected to master a wider range of punctuation marks, including more advanced punctuation like colons and semicolons, and use them consistently to convey meaning clearly. Students in Grade 5 also need to demonstrate an understanding of punctuation in both academic writing and informal contexts, ensuring clarity and organization.</p>
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Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Capitalize the first word in sentences, proper nouns, and the pronoun "I" correctly (e.g., "The cat sleeps on the couch." / "I went to London.").
- Use punctuation marks appropriately at the end of sentences (e.g., periods for statements, question marks for questions, and exclamation marks for strong emotions or emphasis).
- Use commas in lists, after introductory elements, and before conjunctions in compound sentences (e.g., "I bought apples, oranges, and bananas." / "I went to the park, and I played soccer.").
- Use quotation marks correctly to enclose direct speech or quotations.
- Use apostrophes for contractions (e.g., "don't," "isn't") and possession (e.g., "the dog's bone").
- Punctuate correctly with colons and semicolons in more complex sentences or lists.
- Use punctuation to create clear and engaging writing, paying attention to sentence flow and structure.
- Apply capitalization and punctuation rules consistently and correctly in both written and oral language.
- Demonstrate awareness of when and where to use punctuation marks, including complex punctuation such as commas in compound sentences and quotation marks for speech.

Comprehension: Understanding and Responding to Text
Strand B
Grade Five Teacher Guide

Overview of Knowledge about Texts

Outcome B1

Grade Five Teacher Guide

Outcome B1 is strategically designed to enhance students' engagement with and comprehension of a wide variety of texts, building on foundational literacy skills while progressively deepening understanding across Grades 3 to 6. This outcome shifts the act of reading beyond accuracy and fluency into a rich, interactive process of constructing meaning through diverse text forms and genres.

The curriculum emphasizes a comprehensive approach to reading that integrates foundational skills such as phonics, decoding, and fluency with comprehension strategies. This dual focus enables students to not only recognize words and read text accurately but also understand their meanings, contexts, and the unique features of different text types. By engaging with texts that reflect a range of perspectives and cultural experiences, students develop critical and empathetic thinking skills that prepare them to interact with an increasingly diverse and complex world.

Key Indicators for Outcome B1:

Text Forms and Genres:

Students will learn to identify, differentiate, and analyze various text forms and genres, understanding how each serves distinct purposes and audiences.

Text Patterns and Features:

Recognizing the organizational patterns and features specific to text types enhances students' ability to anticipate content, structure, and the author's intent, fostering strategic reading.

Visual Elements of Text:

Visual elements, such as images, graphs, and layout, play a critical role in conveying meaning. Students will develop skills to analyze and interpret these elements to support deeper comprehension.

Elements of Style:

Exploring how authors use specific stylistic choices, including tone, word choice, and point of view, helps students understand how style influences meaning and engages readers.

Outcome B1 weaves these indicators with essential strands of language comprehension—vocabulary, syntax, and structure—enabling students to construct meaning from increasingly complex texts. Through explicit instruction, guided practice, and exposure to authentic texts authored by individuals from varied cultural and social backgrounds, students refine their ability to navigate and interpret texts critically.

By integrating foundational skills with comprehension strategies, this curriculum prepares students in Grades 3 to 6 to become thoughtful, proficient readers. They gain the tools and confidence to interact with texts critically and insightfully, equipping them to succeed in academic settings and beyond.

Outcome B1: Grade 5

Learners will apply knowledge of text forms and organizational structures to comprehend texts.

Indicators B1.1 Text Forms

Grade 3	Grade 4	Grade 5	Grade 6
Identify characteristics of text forms and organizational structures.	Use knowledge of different text forms and organizational structures to support comprehension.	Use knowledge of different text forms and organizational structures to support comprehension.	Use knowledge of different text forms and organizational structures to support comprehension.

Growing Understanding

Text Forms: Text forms refer to the broad categories of writing that have distinct structures and conventions. By Grade 5, students should be able to identify and analyze the purpose, structure, and style of each text form, improving their ability to comprehend and engage with a variety of texts.

Informational/Expository Text:

- Purpose: To provide clear, factual information or explain a topic.
- Key Features: Organized facts, clear explanations, and evidence. Often includes headings, subheadings, bullet points, and other organizational structures.
- Examples: Articles, textbooks, reports, guides, research papers.

Narrative Text:

- Purpose: To entertain, tell a story, or convey a personal experience.
- Key Features: Characters, setting, plot, and theme. A narrative structure that includes a clear beginning, middle, and end.
- Examples: Short stories, novels, fables, folk tales, personal narratives, memoirs.

Opinion/Persuasive Text:

- Purpose: To persuade the reader to accept a certain point of view or take action.
- Key Features: A clear argument, supporting reasons, evidence, and a call to action or conclusion.
- Examples: Opinion essays, persuasive speeches, advertisements, letters to the editor.

Using Knowledge of Text Forms to Support Comprehension

Informational Texts: Students should focus on finding key details, understanding the text's main idea, and using text features to organize information. For example, when reading a report about the water cycle, they will need to locate key facts and use the subheadings to guide their understanding.

Narrative Texts: Students should focus on plot development, character motivations, and how the setting influences the story. They should also understand the theme or lesson behind the narrative. In reading a short story, students should be able to describe the conflict, resolution, and character growth.

Opinion/Persuasive Texts: Students should analyze the argument presented, the evidence provided, and whether the argument is convincing. They should also be able to recognize counterarguments and identify the text's purpose. When reading a persuasive essay, students should evaluate the strength of the argument and the quality of the evidence used.

Culturally Responsive Teaching Considerations: It is important to recognize that students come with different cultural perspectives that influence how they interpret texts. Encourage students to recognize cultural influences in the texts they read and to reflect on how their own cultural backgrounds influence their reading experience. Encourage students to draw connections between texts and their own cultural experiences. For instance, when reading a narrative from a different culture, students can discuss how the story's themes might be understood or interpreted through the lens of their own cultural context.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify the text form (informational, narrative, or opinion/persuasive) and explain its purpose and key features.
- Apply appropriate strategies for each text form to enhance comprehension.
- Extract key details from informational texts, organize the information logically, and make inferences based on the text's content.

- Describe the characters, setting, and plot in narrative texts, analyze the theme or message, and identify the main conflict and resolution.
- Identify and analyze persuasive strategies in opinion texts, such as emotional appeals or logical reasoning, and evaluate their effectiveness.
- Make connections between genres and content, apply the knowledge of each text form to improve understanding, and discuss how different forms serve different purposes.
- Recognize and explore cultural influences in texts and analyze how these influences shape the content and perspective of the text.

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Outcome B1: Grade 5

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

Indicators B1.2 Text Patterns and Features

Grade 3	Grade 4	Grade 5	Grade 6
Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Examine organizational structures and text features and apply this knowledge to support reading comprehension.

Growing Understanding

Organizational Structures: Organizational structures are the ways in which information is arranged within a text. By recognizing the structure, students can understand how ideas are related.

Common Organizational Structures:

Chronological Order: Information is organized in the order in which events occurred. This is often used in biographies, narratives, and historical texts.

Cause and Effect: Explains how one event (the cause) leads to another (the effect). Common in informational texts where the impact of an event is explored.

Problem and Solution: A problem is identified, followed by one or more solutions.

Compare and Contrast: Identifies similarities and differences between two or more items, concepts, or ideas.

Descriptive: Provides detailed information about a subject, focusing on characteristics, features, or examples.

Signal Words: Signal words are words or phrases that help the reader identify the relationships between ideas or events in a text. These words act as indicators that guide the reader in understanding how the information is organized. For example, in **cause-and-effect** texts, signal words like *because*, *therefore*, *as a result of*, and *for this reason* indicate a relationship between events where one event leads to another. Recognizing these signal words helps students follow the logical progression of ideas, making it easier to comprehend the structure of the text.

Text Features: Text features are the components that make it easier for readers to understand and engage with the content. They help locate key information, clarify ideas, and improve overall comprehension.

Common Text Features:

Headings/Subheadings: Break the text into sections, helping readers focus on key themes.

Bold or Italicized Text: Used to emphasize important words, concepts, or definitions.

Bulleted or Numbered Lists: Help organize information into clear, digestible points.

Charts, Graphs, and Diagrams: Visual representations that help clarify or complement the written text.

Captions: Short explanations or descriptions that accompany images or diagrams.

Glossary and Index: Used to define terms and locate specific information in the text.

Applying Knowledge to Support Comprehension: Using Organizational Structures: Understanding the structure of the text allows students to predict what information will come next and how ideas are related. For example, recognizing a cause-and-effect structure helps students focus on the causes and then look for the effects.

Using Text Features: Text features guide readers to key concepts and help clarify complex ideas. For example, headings guide readers to the most important sections, and charts help readers visualize important data.

Improving Comprehension: By recognizing the organizational structure and using the text features, students can break down complex ideas, remember key information, and make connections that lead to a better understanding of the text.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify the organizational structure of a text and explain how it helps them understand the content
- Use headings and subheadings to locate important sections and understand the structure of the text.
- Use bolded or italicized text to identify key terms or concepts.
- Use bullet points or numbered lists to organize information into manageable chunks.

- Interpret and analyze charts, graphs, and diagrams to clarify complex information.
- Use captions to connect visual elements to the text.
- Use the glossary or index to locate definitions of terms or find specific sections of the text.

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Outcome B1: Grade 5

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

Indicators B1.3 Visual Elements of Text

Grade 3	Grade 4	Grade 5	Grade 6
Recognize the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.

Growing Understanding

Visual Elements: In Grade 5, students should develop a deeper understanding of how images, graphics, and visual design work together with text to create meaning. These elements can amplify a text’s message, provide additional context, and help the reader engage with the material.

- **Images:** Pictures and illustrations support storytelling by depicting key scenes, characters, and themes. In informational texts, they help clarify concepts that might be difficult to explain with words alone.
- **Graphics:** Charts, graphs, infographics, and diagrams organize information in ways that make complex data more understandable. For example, a pie chart can show proportions of a whole, while a diagram can show how a process works.
- **Visual Design:** The layout of the text, including font size, colour, and placement of images, helps guide the reader’s focus and emphasizes key points. A well-designed page or text draws the reader in, makes the information easier to digest, and can set the tone of the text.

How Visual Elements Support Comprehension: Visual elements contribute significantly to understanding, especially for complex or abstract ideas.

- In narrative texts, images help to visualize characters and settings, enhancing the reader’s connection to the story.

- In informational texts, graphics simplify and organize data, making it easier for readers to access and understand key points.
- In poetry, the visual design of the poem—such as line breaks, spacing, or the arrangement of words—often works with the poem’s tone, mood, or rhythm.
- In persuasive texts, images and design choices are used strategically to highlight key arguments or to emotionally engage the reader (e.g., bold, colourful images in advertisements that aim to elicit a quick response).

Culturally Responsive Teaching Considerations: Visual design and the interpretation of images can vary across cultures, so it’s important to recognize how different symbols, colours, and styles may be understood in diverse ways. For example, in some cultures, the colour red symbolizes luck, while in others, it may represent danger. It’s essential to explore how visual elements in a text may convey meaning and emotions specific to a culture or context.

In Grade 4, students begin to explain how visual elements, such as images and basic design features, contribute to understanding the text. By Grade 5, students are expected to analyze these elements in greater depth, recognizing how images, graphics, and visual design work together to support the overall meaning and tone of the text.

Evidence of Learning for Indicators

The following information provides suggested “Look Fors” to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify different types of images, graphics, and visual design elements in a variety of texts (e.g., pictures, diagrams, charts, layout, fonts).
- Explain how images contribute to understanding the story or theme in narrative texts (e.g., how an image of a setting helps visualize the environment described in the story).
- Describe how graphics such as charts, maps, and infographics clarify or support the main ideas in informational texts (e.g., explaining how a pie chart helps the reader understand proportions in a data set).
- Analyze how visual design features, such as font choice, color, and placement, direct the reader’s attention and emphasize key information.
- Explain how visual elements contribute to the mood or tone of the text (e.g., how the colors in an illustration reflect the emotions of a character in a story or how bright colors in an advertisement create excitement).

- Analyze how cultural elements in visuals (e.g., color symbolism, design elements) reflect or communicate cultural values, and discuss how different cultures interpret these visuals in unique ways (e.g., understanding how red might symbolize different things in different cultures).

Outcome B1: Grade 5

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

Indicators B1.4 Elements of Style

Grade 3	Grade 4	Grade 5	Grade 6
Identify elements of style in texts and explain how they help communicate meaning.	Identify various elements of style in texts and explain how each element helps create meaning.	Describe various elements of style and explain how each element helps create meaning.	Describe elements of style and explain how each element helps create meaning of various text forms and genres.

Growing Understanding

Word Choice: The author's choice of words is critical in establishing tone, mood, and clarity. Strong, descriptive words can evoke powerful emotions, whereas simpler words may create a more straightforward or neutral tone. Words carry connotations that enhance the emotional impact of a text. For instance, "sprinting" conveys a sense of urgency compared to simply "running." These word choices help readers feel the emotion or intensity of the situation.

Sentence Structure: Sentence structure includes the length, complexity, and organization of sentences. A mixture of simple, compound, and complex sentences can control the pacing of a text. For example, short sentences may create suspense, while longer sentences may offer deeper descriptions or explanations. The organization of sentences can create rhythm, convey urgency, or emphasize a particular idea. For example, a long sentence filled with descriptive clauses can create a slow, reflective pace, whereas a series of short, punchy sentences may heighten excitement or suspense.

Tone: Tone refers to the attitude the author conveys toward the subject or audience. It can be serious, humorous, sarcastic, informal, or formal, and it shapes how the reader interprets the text. Tone helps shape how the reader feels about the subject of the text. For instance, a humorous tone may make a serious topic more approachable, while a formal tone may encourage the reader to take the subject seriously.

Imagery: Imagery involves the use of descriptive language that appeals to the senses, helping the reader visualize and connect with the text on a deeper emotional level. Good imagery evokes a specific feeling or paints a vivid picture. Imagery deepens understanding by appealing to the senses. Descriptive details about a setting, character, or event help readers form mental pictures that bring the text to life, making it more engaging and meaningful.

Figurative Language: This includes similes, metaphors, personification, and hyperbole, all of which help express ideas in more creative or nuanced ways. For example, "the wind whispered through the trees" uses personification to give life to the wind. Figurative language adds layers of meaning by allowing readers to see things in new ways. A metaphor like "the classroom was a zoo" not only tells us the classroom is noisy but also helps us imagine the chaos, making it more vivid and impactful.

Culturally Responsive Teaching Considerations: It is important to recognize that style can vary across cultures. Certain figurative language or imagery may have different meanings depending on cultural context. For example, colour symbolism in one culture may differ from another (e.g., red can symbolize luck or danger). Teaching students to consider the cultural significance of style helps them better understand diverse perspectives and interpret texts more fully.

In Grade 4, students identify various elements of style and begin to understand how they contribute to meaning. By Grade 5, students are expected to describe these elements in greater detail, analyzing how they work together to create tone, mood, and clarity.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify different elements of style in a text, such as word choice, sentence structure, tone, imagery, figurative language, and pacing.

- Describe how word choice contributes to meaning, such as how the use of strong, descriptive words evokes emotion or creates a specific tone (e.g., “glistening” vs. “shiny”).
- Explain how sentence structure impacts meaning, including how the length and complexity of sentences can affect the pacing of the text.
- Analyze the tone of the text and explain how it shapes the reader’s emotional response or understanding (e.g., identifying whether the tone is playful, serious, or critical).
- Explain how imagery enhances the reader’s experience by helping them visualize scenes, settings, or characters (e.g., explaining how a description of a sunset helps create a sense of peace).
- Identify examples of figurative language (e.g., metaphors, similes, personification) and explain how they deepen understanding by expressing ideas in a creative or impactful way (e.g., explaining how “time flies” is a metaphor for something happening quickly).

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Overview of Comprehension Strategies

Outcome B2

Grade Five Teacher Guide

In today's information-rich world, developing strong comprehension skills is essential for students to effectively navigate and interpret diverse texts. Outcome B2 is designed to support learners in Grades 3 to 6 learn strategies that enhance their ability to engage with texts through reading, listening, and viewing. These texts reflect a variety of perspectives, stories, and cultural contexts, fostering an inclusive approach to learning and preparing students to become informed, empathetic global citizens.

Outcome B2 emphasizes explicit instruction in comprehension strategies, enabling students to approach texts thoughtfully and critically. By integrating these strategies into their learning, students develop the tools to access meaning, monitor their understanding, and connect new knowledge to prior experiences.

Key Indicators for Outcome B2:

- **Background Knowledge**
Students learn to activate their prior knowledge before engaging with a text. This helps them make connections between their existing understanding and new ideas, setting the stage for deeper comprehension.
- **Identifying the Purpose for Reading, Listening, and Viewing**
Clarifying the reason for engaging with a text sharpens students' focus and guides their approach, ensuring they interact with the material in a purposeful and intentional way.
- **Strategies to Support Comprehension**
As they read, listen, or view, students are taught to monitor their understanding, identifying areas of confusion and applying strategies to clarify meaning.
- **Making Inferences**
Students learn to draw logical conclusions and infer meaning beyond what is explicitly stated in the text. This skill deepens their understanding and encourages critical thinking.

Through systematic and explicit instruction, students will learn the skills needed to unlock meaning and interpret texts effectively. This approach ensures that all students, regardless of their starting point, have the opportunity to succeed. By engaging with texts that reflect diverse identities and viewpoints, students expand their understanding of the world and develop an appreciation for the perspectives of others. Outcome B2 prepares students not only for academic success but also for meaningful engagement in their communities. By fostering critical thinking and comprehension skills, we help students become confident, reflective learners who can navigate complex information landscapes with ease.

Through Outcome B2, we aim to cultivate informed, empathetic individuals ready to contribute positively to society. This outcome empowers students to approach texts thoughtfully and intentionally, equipping them to interpret and respond to the challenges of an interconnected world.

Outcome B2: Grade 5

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.1 Using Background Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Develop and apply both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.

Growing Understanding

Background Knowledge: Background knowledge refers to the information, experiences, and concepts that a reader has already accumulated. This includes knowledge gained from various sources, such as classroom learning (content areas like science, social studies or health), prior learning experiences, and prior reading experiences.

Types of Knowledge:

Content Area Knowledge: Knowledge gained from subjects like math, science, history, or geography that students can use to understand concepts or events in texts (e.g., knowing about the water cycle when reading about weather patterns).

Experiential Knowledge: Personal experiences or observations that can help students relate to the themes or situations in texts (e.g., understanding the concept of friendship from personal relationships).

Textual Knowledge: Prior understanding gained from reading previous texts that helps students make sense of new texts (e.g., recognizing narrative structure, literary devices, or themes from earlier readings).

Understanding the distinctions between background knowledge, prior knowledge, and funds of knowledge is critical for creating equitable, culturally responsive, and effective instruction.

Prior Knowledge:

Prior knowledge is the specific knowledge and experiences a student brings to a particular learning task or subject. It is more focused and directly relevant to the current context or topic. For instance, if a student has visited a farm before, they bring prior knowledge about animals and farming that can be activated during a lesson on agriculture.

Funds of Knowledge:

Funds of knowledge encompass the cultural, familial, and community-based knowledge and skills that students acquire outside of formal education. These include traditions, practices, problem-solving skills, and expertise gained from their home and community environments.

Recognizing funds of knowledge acknowledges the unique and valuable contributions of each student's cultural and community background, fostering a more inclusive classroom environment.

Students may come to school with different levels of background knowledge due to varying educational and life experiences. Teachers can address gaps by explicitly building this foundation while leveraging prior knowledge and funds of knowledge to make content accessible.

By understanding these distinctions, educators can craft lessons that build bridges between what students know, what they are learning, and the broader contexts of their lives, ensuring all learners can succeed and see themselves as valuable contributors to their educational community.

In Grade 4, students begin to use their background knowledge to understand texts and make connections. By Grade 5, they refine this skill by drawing from a wider range of knowledge, including deeper content area knowledge and more complex textual experiences. They are also expected to use background knowledge more independently and critically to enhance their comprehension of new material.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify and explain how background knowledge from content areas (e.g., science, social studies) is used to understand new texts.
- Use personal experiences or prior learning to make sense of new information in the text (e.g., “I understand the character’s feelings because I have had similar experiences with friendship”).
- Make connections between previous readings and new texts.
- Use background knowledge to clarify unfamiliar concepts in the text.
- Ask questions based on what they already know to deepen their understanding.

Outcome B2: Grade 5

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.2 Identifying the Purpose for Reading, Listening and Viewing

Grade 3	Grade 4	Grade 5	Grade 6
Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.

Growing Understanding

Pre-reading Purpose: In Grade 5, students should refine their ability to identify specific purposes for reading, listening, and viewing. They should be able to engage with a variety of texts with a clear goal in mind:

- Informational Purpose:** Reading to learn specific information, concepts, or ideas (e.g., reading a social studies article to understand a historical event).
- Entertainment or Enjoyment:** Engaging with a text for pleasure, relaxation, or to experience a compelling story (e.g., reading a novel for fun or watching a movie for enjoyment).
- Exploration or Reflection:** Reading to reflect on personal experiences or to explore new ideas, perspectives, or emotions.
- Problem-Solving:** Reading to find solutions, ideas, or strategies (e.g., reading how-to guides, instructions, or solving a mystery in a novel).

Diverse Perspectives: Students should understand the value of selecting texts from a range of creators from different backgrounds, cultures, and experiences. By engaging with diverse perspectives, students broaden their worldview and develop empathy and appreciation for different voices.

Matching Texts to Purpose: With a clear purpose in mind, students should choose texts that best align with their goals. For example, a student may choose an informational text to learn about a science topic, a fictional text for entertainment, or a biography to gain insight into someone’s life.

Culturally Relevant Texts: Encourage students to select texts that reflect the cultural and social context they are exploring. Texts from diverse authors will help students explore new perspectives and ideas that enrich their understanding.

Culturally Responsive Teaching Considerations: Teachers should encourage engagement with texts from diverse creators. Students should be introduced to a wide range of authors and perspectives that reflect the diversity of the world and explore how cultural influences shape storytelling and informational texts.

In Grade 4, students begin to understand the importance of engaging with texts for specific purposes and select texts based on their goals. By Grade 5, students are expected to refine this skill, exploring how the selection of diverse texts contributes to understanding different perspectives and how the creator’s background shapes the content. Students also start reflecting on how texts are suited to their specific purposes, considering cultural and social contexts in a more critical way.

Evidence of Learning for Indicators

The following information provides suggested “Look Fors” to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify a specific purpose for engaging with a text.
- Explain how the selected text aligns with the purpose for reading.

- Select texts from diverse creators that reflect different perspectives, cultures, and experiences.
- Identify the genre or media of the text and explain how it is suitable for the identified purpose (e.g., selecting a biography for informational purposes or a novel for entertainment).
- Use text features (e.g., headings, illustrations, captions) to enhance understanding of the text's purpose (e.g., using diagrams in a science book to better understand complex ideas or interpret visual imagery in a poem to connect with its theme).
- Reflect on how the author's background or culture influences the text's purpose and message.

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Outcome B2: Grade 5

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.3 Strategies to Support Comprehension

Grade 3	Grade 4	Grade 5	Grade 6
Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.

Growing Understanding

As students read more complex texts, they must learn to actively check for understanding, reflect on what they know, and adjust strategies accordingly. This self-regulation allows students to become more independent readers and ensures they are able to manage more challenging content.

Strategies for Clarification and Self-Monitoring:

- Re-reading:**
 Teach students to go back and reread sections of the text that seem unclear or complicated. By rereading, students can focus on specific parts to ensure they grasp the intended meaning. Encourage them to reread with different goals, like checking for overall meaning or understanding a particular detail.
- Breaking Down Complex Sentences:**
 Encourage students to identify complex or long sentences and break them into simpler parts. This can help them to process information more easily and extract key details. For example, students may be taught to circle complex sentences, then rewrite them in their own words.
- Locating Information:**
 Teach students how to efficiently locate key information in the text that will help clarify confusion. This includes scanning for important details or answers to specific questions and using tools like underlining or highlighting to mark the relevant parts of the text.
- Questioning:**
 Encourage students to ask questions before, during, and after reading to assess their understanding. Teach them how to ask both broad and specific questions, like, "What is the author trying to tell me?" or "What is the key idea in this paragraph?" This deepens engagement with the text.

- Summarization:**
 Teach students to summarize sections of the text. By condensing the information into their own words, students can better understand the material. Focus on summarizing key ideas and the supporting details that explain them.
- Visualizing:**
 Encourage students to visualize concepts, scenes, or characters as they read, especially for narrative or descriptive texts. Having students draw or describe their mental images can help them better understand the material and connect with it more deeply.

Applying These Strategies to Self-Monitoring:

Self-monitoring requires students to reflect on their comprehension and take steps to correct their understanding. They must recognize when they are not making sense of the text and use strategies to remedy that. Students should be taught to:

- Identify when comprehension has broken down:**
 Teach students to recognize when they've lost focus or do not understand a portion of the text. This awareness is the first step in regaining comprehension.
- Choose strategies to clarify meaning:**
 Once students realize they are confused, they should know what strategies to use to fix it. This could mean rereading, summarizing, questioning, or visualizing.
- Reflect and adjust their strategies:**
 Encourage students to track their progress during reading. If one strategy doesn't work, teach them how to try a different one. This process of reflection allows students to monitor their own comprehension.

See appendix B2.3 for further information.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Use re-reading or paraphrasing to clarify meaning in challenging sections.
- Identify key information using strategies like skimming, scanning, or referencing.
- Summarize paragraphs to capture the main ideas and details.
- Generate questions before, during, and after reading to deepen understanding.
- Monitor understanding by pausing to reflect on comprehension and adjust strategies as needed.
- Use graphic organizers like Venn diagrams, mind maps, or flowcharts to organize information and clarify concepts.
- Clarify confusing parts by breaking down complex sentences or paragraphs.
- Take notes or jot down key points during reading to reinforce comprehension.
- Revisit unclear parts after reading to confirm or adjust understanding.

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Outcome B2: Grade 5

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Indicators B2.4 Making Inferences

Grade 3 Make inferences using implicit and explicitly taught background knowledge and evidence from the text to support comprehension.	Grade 4 Make inferences using implicit and explicitly taught background knowledge and evidence from the text to support comprehension.	Grade 5 Make inferences using, implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.	Grade 6 Make inferences using, implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.
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Growing Understanding

Inference: An inference is a conclusion drawn from explicit evidence (details directly stated in the text) and implicit evidence (suggestions or ideas not directly stated but implied by the author). Students will make inferences, using detailed evidence from both the text and their background knowledge.

Explicit Evidence: Explicit evidence is the information the author clearly provides, such as actions, dialogue, and descriptions.

Implicit Evidence: Implicit evidence requires students to read between the lines. These are clues that suggest deeper meanings or character motivations not explicitly stated.

Connecting to Background Knowledge: Students must draw on experiences, and information learned in other subjects and texts to support their inferences.

Strategies for Making Inferences:

- **Analyzing Context:** Look beyond the literal meaning and analyze how details about the setting, actions, or character development contribute to the story's deeper meaning.
- **Questioning the Text:** Encourage students to ask, "What is this detail suggesting?" or "What can I infer about the character's feelings or motivations based on their actions?"
- **Recognizing Patterns:** Guide students to identify recurring themes, behaviors, or words in the text that can help make inferences about characters or situations.

- **Connection to Predictions:** Making Predictions vs. Inferences: Inferences often follow predictions. Students first make predictions and as the story progresses, they gather evidence to confirm, revise, or challenge their predictions. Inferences help students understand why things are happening, while predictions focus more on what might happen.
- **Textual Evidence:** Textual evidence includes both the explicit information provided by the author and the hints embedded in the text that students can interpret.

Culturally Responsive Teaching Considerations: Encourage students to use their diverse cultural backgrounds and experiences to interpret inferences. Whether through understanding different social norms or cultural practices, students' knowledge helps deepen their inferences.

In Grade 4, students begin using both explicit and implicit evidence from the text to support their inferences, often focusing on simpler text elements. By Grade 5, students should engage in deeper analysis, drawing from a wider range of text types, and combining more complex pieces of evidence with their background knowledge. They should also be able to explain and justify their inferences more clearly, incorporating textual details and considering alternative perspectives.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Make inferences using both explicit and implicit evidence from the text.
- Use background knowledge to enhance inferences
- Identify and interpret implied information in the text (e.g., "The character's refusal to speak after hearing bad news suggests they are in shock or disbelief").
- Justify inferences with evidence from the text.

- Analyze patterns of behavior and make inferences about character emotions or motivations (e.g., “The character is consistently helping others in every chapter. I infer they are compassionate and care about their community”).
- Make inferences about relationships between characters.

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Overview of Critical Thinking in Literacy

Outcome B3

Grade Five Teacher Guide

In a world enriched by complex ideas and diverse narratives, the ability to critically engage with texts is an essential skill for students to navigate and interpret the many perspectives they encounter. Outcome B3 is designed to foster robust critical thinking skills in Grades 3 to 6, enabling students to delve deeply into texts and analyze the varied perspectives, topics, and literary devices presented by different authors. By cultivating these skills, we enrich the educational experience and create a classroom environment where diverse viewpoints, including those from students' own communities, are actively explored, appreciated, and valued.

The curriculum is rooted in culturally responsive pedagogy, emphasizing the significance of understanding texts within both local and global contexts. Students are encouraged to examine how texts reflect the identities and experiences of their creators, as well as the cultural and historical contexts in which they were written. This approach not only enhances students' connections to the material but also deepens their cross-curricular learning by linking literature and media to broader societal themes and issues.

Key Indicators for Outcome B3:

Literary Devices:

Students will identify and analyze literary devices such as metaphor, symbolism, and imagery, understanding how these tools enhance meaning and impact.

Point of View:

Exploring the narrator's or author's point of view helps students recognize how perspective shapes the presentation and interpretation of ideas in texts.

Analysis and Response:

Students will develop the ability to express their personal thoughts, feelings, and critical insights about ideas presented in texts, articulating their understanding and interpretation clearly.

Outcome B3 prioritizes equity in education by ensuring all students have access to instruction and learning in critical thinking. This approach equips learners with the tools to become informed, thoughtful consumers of information and active participants in their communities. By connecting local and global contexts to their learning, students develop a nuanced understanding of how texts communicate varied identities and viewpoints, empowering them to engage meaningfully with the world around them.

Through Outcome B3, we aim to inspire students to be intellectually curious, reflective, and socially responsible individuals. By examining literary devices, perspectives, and points of view, students strengthen their capacity to think critically, articulate their ideas, and consider multiple sides of an issue. These skills not only enhance their academic journeys but also prepare them to contribute positively to an ever-evolving global and local discourse.

By emphasizing critical thinking and fostering a commitment to inclusivity and understanding, Instruction of outcome B3 prepares students to navigate complex information landscapes with confidence and compassion, empowering them to shape their communities and the wider world.

Outcome B3: Grade 5

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Indicators B3.1 Literary Devices

Grade 3	Grade 4	Grade 5	Grade 6
Identify and describe literary devices and rhetorical techniques and explain how they communicate meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.

Growing Understanding

In Grade 5, students strengthen their ability to recognize a wider range of literary devices and rhetorical techniques in increasingly complex texts, including informational, persuasive, and narrative forms. They begin to analyze how those devices contribute to meaning, tone, perspective, and reader engagement. Students begin to recognize patterns in how authors use language intentionally to shape a reader's response.

Instruction should support students in:

- Recognizing a broader range of devices and techniques, including simile, metaphor, imagery, alliteration, repetition, personification, rhetorical questions, and exaggeration (hyperbole).
- Describing the purpose and effect of these choices on the overall meaning or emotional impact of a text.
- Considering audience and purpose when discussing rhetorical techniques (e.g., how repetition emphasizes a key point in a persuasive speech).
- Beginning to notice how authors use combinations of devices to strengthen their message or make a passage more memorable.

Instruction should continue to follow the progression outlined in *Appendix B3.1*, with flexibility to revisit and deepen understanding of previously introduced devices in new contexts.

Culturally Responsive Teaching Considerations: Language is shaped by culture, and rhetorical and literary devices often reflect specific cultural values, perspectives, or traditions. Include diverse texts, oral and written, that demonstrate a range of rhetorical styles. Invite students to share and analyze devices from texts that reflect their linguistic and cultural backgrounds. This reinforces the idea that there are multiple valid ways to use language to create meaning and engage an audience.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Recognize and name a growing range of literary and rhetorical techniques across text forms.
- Describe how the use of a specific device (e.g., repetition, personification, rhetorical question) shapes meaning or influences the tone of a passage.
- Explain how the author's language choices relate to the purpose of the text (e.g., to persuade, inform, or entertain).
- Discuss how literary devices and rhetorical techniques affect the audience's emotional response or understanding.
- Analyze the effect of a device in context, with increasing precision (e.g., "The repetition of 'never again' makes the speech feel powerful and urgent").
- Compare how different authors use similar devices for different purposes or effects.
- Recognize rhetorical moves in oral presentations, speeches, or persuasive writing and describe their intended impact on the audience.
- Begin to identify the cultural or contextual significance of certain literary or rhetorical techniques and how they shape meaning for different audiences.

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Outcome B3: Grade 5

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Indicators B3.2 Point of View

Grade 3	Grade 4	Grade 5	Grade 6
Examine how texts present the narrator's point of view in a text.	Identify the point of view in texts.	Identify the point of view in texts.	Identify the point of view in texts.

Growing Understanding

First-Person Point of View: In the first-person point of view, the narrator is a character in the story, telling the story from their own perspective using pronouns like "I" or "we." This allows readers to closely experience the narrator's thoughts and emotions. First-person narration is often more subjective and personal.

- Example: "I stared at the sky, wondering if the storm would reach us before we could get home."
- How it helps comprehension: The first-person perspective gives readers direct access to the narrator's inner world and feelings, establishing a strong emotional connection to the character.

Third-Person Limited Point of View: In third-person limited, the narrator is outside the story but can only access the thoughts and feelings of one character, often the protagonist. The narrator uses pronouns like "he," "she," or "they" but is restricted to knowing only what that one character knows or experiences.

- Example: "Sarah walked into the room, her heart racing. She didn't know how to tell her parents the truth."
- How it helps comprehension: Third-person limited allows the reader to know a character's internal thoughts and emotions while maintaining some distance from the events, providing a more intimate yet somewhat objective view of the narrative.

Third-Person Omniscient Point of View: In third-person omniscient, the narrator knows everything about all characters and events, offering a god-like perspective. The narrator can describe the thoughts, feelings, and actions of multiple characters at any point in the story.

- Example: "James thought he had failed the test, but his best friend, Maria, was confident he'd done well. Meanwhile, the teacher was planning to offer extra help for anyone struggling."
- How it helps comprehension: The omniscient point of view gives readers a full picture of all characters and events, enriching the narrative with multiple perspectives and greater depth.

Culturally Responsive Teaching Considerations: Point of view is not only a literary technique but also a cultural lens. Different cultures have varied storytelling traditions, and some may place more emphasis on certain perspectives, like first-person storytelling to convey personal experience or third-person omniscient narration to provide a broad view. Encourage students to reflect on how point of view in different texts influences the reader's understanding, especially when reading stories from diverse cultural backgrounds. Make space for students to share how point of view influences their own cultural stories or oral traditions.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify when a text is written from first-person, third-person limited, or third-person omniscient point of view.
- Describe how first-person narration creates an emotional connection to the narrator and enhances the reader's understanding of their thoughts and experiences.
- Examine how third-person limited perspective restricts the knowledge to one character and how this influences the reader's focus on that character's experiences.
- Discuss how changing the point of view would alter the reader's understanding and experience of the text, particularly in terms of knowledge access, emotional connection, and narrative scope.

Outcome B3: Grade 5

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Indicators B3.4 Analysis and Response

Grade 3	Grade 4	Grade 5	Grade 6
Analyze how the author's use of literary elements in various texts influences a reader's understanding of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.

Growing Understanding

Literary Elements in Grade 5: By Grade 5, students should be able to analyze and describe how authors craft their texts using literary elements to influence a reader's understanding and interpretation. The focus shifts to not just identifying the literary elements but also analyzing the choices authors make and how these choices shape the meaning of the text.

- In **narrative texts**, students should focus on how character development, plot structure, conflict, and theme shape both the story's development and the reader's engagement. Students are encouraged to consider how specific choices by the author (e.g., developing a character in a particular way) lead to deeper insights into the story.
- In **expository/informational texts**, students analyze how authors use structure, details, headings, and language to organize and present their ideas. They should recognize how the tone and purpose of the text guide the reader's understanding of the topic.

- In **opinion/persuasive texts**, students are expected to understand how authors use claim, counterarguments, evidence, and emotional appeals to persuade or influence the reader. The focus should be on evaluating the strength of the argument and how effectively the author presents evidence to support their position.

Strategies to Support Understanding:

- Modeling analysis of text elements using think-alouds to explain how authors make specific choices to influence meaning (e.g., "The author chooses to show the conflict early on, which helps us understand the stakes of the story").
- Encourage student reflection on how each literary element influences their understanding of the text.
- Use discussion and textual evidence to explore how different authors approach the same literary elements in unique ways.
- Teach students to evaluate the effectiveness of an author's use of these elements to support their argument or narrative.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

Narrative Text:

- Identify how the author develops characters and their motivations to drive the plot.
- Analyze how the setting influences the mood and plot of the story.
- Examine how the conflict and resolution are presented and how they shape the meaning or theme of the story.
- Describe how the theme of the story is revealed through events, characters' actions, or choices (e.g., "The theme of bravery is shown as the character faces fears to help others").

Expository/Informational Text:

- Identify how the author uses text structure (e.g., headings, subheadings, or sections) to organize the content and help the reader understand the main ideas.
- Evaluate how the author supports the main idea with evidence and details
- Examine how examples and facts are used to clarify complex ideas and enhance the reader's understanding.

Opinion/Persuasive Text:

- Identify the author's claim and supporting evidence.
- Analyze how the author uses counterarguments and responds to opposing views to strengthen their position.

- Examine how the tone and choice of words in persuasive texts contribute to the effectiveness of the argument (e.g., "The authoritative tone helps the reader take the argument seriously").

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Overview of Developing Ideas

Outcome C1

Grade Five Teacher Guide

In today's multimedia-rich environment, the foundational skills developed in earlier grades are critical for preparing students in upper elementary to craft purposeful communication. Outcome C1 emphasizes the importance of pre-writing skills and strategies, empowering learners to generate and organize ideas with intention and clarity. By nurturing these skills, we strengthen the connection between reading, writing, and thinking, supporting students in becoming thoughtful and effective communicators.

This outcome is designed to help students approach writing with both confidence and creativity. Through inclusive and culturally responsive instructional practices, we ensure every learner's voice is acknowledged. Students are encouraged to consider the cultural, contextual, and social nuances of their audiences, allowing them to tailor their messages for meaningful impact. The goal is for all students to develop the ability to communicate their ideas in ways that are both authentic and engaging.

Key Indicators in Outcome C1 include:

- **Setting Personal Writing Goals:** Students begin by identifying areas of strength and opportunities for growth in their writing. This self-reflective practice fosters ownership and motivation while developing metacognitive awareness that supports writing improvement over time.
- **Purpose and Audience:** Learners are taught to clearly identify the purpose for writing and consider who they are writing for. This foundational step ensures that all writing is relevant and intentional for the audience.
- **Developing Ideas or Content:** Students explore a variety of strategies to generate, expand, and refine their ideas. They learn to make meaningful connections, incorporate background knowledge, and develop content that aligns with the writing task.
- **Organizing Content:** With guidance, students learn to structure their writing using tools such as graphic organizers, planning frameworks, and outlines. This helps them build logical, coherent texts that are easy to follow and aligned to their purpose.

By providing explicit instruction and systematic opportunities for practice, Outcome C1 supports all learners in acquiring the essential pre-writing skills necessary for writing and communicating across subject areas. This approach ensures that writing instruction is equitable, accessible, and responsive to the diverse needs of students. Ultimately, the goal is to support the development of confident, strategic writers who understand that writing is not only a tool for communication—but also a powerful way to express identity, explore ideas, and engage with the world.

Outcome C1: Grade 5

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.1 Purpose and Audience

Grade 3	Grade 4	Grade 5	Grade 6
Identify strengths and areas for growth for and develop relevant writing goals.	Identify strengths and areas for growth and develop relevant writing goals	Identify strengths and areas for growth and develop relevant writing goals.	Identify strengths and areas for growth and develop relevant writing goals.

Growing Understanding

Identifying strengths and areas for growth involves evaluating a piece of writing to understand what was successful and where improvements can be made. Students should engage in self-assessment, evaluating complex aspects of their writing, such as clarity, detail, organization, and style.

Self-reflection skills enable students to take ownership of their writing. By identifying what works well, students can build upon those strengths. Recognizing areas for growth allows them to focus their efforts on refining specific elements of their writing.

Reflection, Self-Regulation, and the Circular Nature of Writing: Self-regulation in writing involves the ability to set goals, track progress, and adjust strategies as needed throughout the writing process. Writing is a circular process where students return to and refine their work in cycles, constantly revisiting and revising to improve clarity, detail, and structure. Understanding that writing is an iterative process helps students view writing as a dynamic activity that improves with each revision. Self-regulation, including setting goals and monitoring progress, encourages students to take control of their writing and continuously refine their work. By incorporating reflection and self-assessment, students can refine their writing more effectively.

Model self-reflection by walking students through the process of evaluating their own work. Show them how to identify the strengths of their writing (e.g., strong ideas, good organization) and pinpoint areas that need work (e.g., unclear transitions, weak details).

Prompt reflection with questions like:

“What parts of your writing are you most proud of?”

“Where do you feel you could add more detail or clarity?”

“How does your writing engage the reader, and how could it be stronger?”

Help students set specific writing goals based on their self-assessment. Encourage goals like “Add more sensory details to my narrative,” “Clarify my argument with additional examples,” or “Improve sentence variety for better flow.”

Use Writing Conferences to support and develop Self-Regulation and executive functioning skills: During writing conferences, engage students in discussing their self-reflections and the goals they’ve set. Ask them how they plan to address areas for growth and what strategies they might use.

In Grade 4, students are beginning to develop independent writing skills, including self-assessment and pre-writing strategies. By Grade 5, students should become more adept at using these strategies with greater independence. They will also develop stronger self-regulation skills, setting clearer goals for improvement and actively monitoring their progress throughout the writing process.

Evidence of Learning for Indicators

The following information provides suggested “Look Fors” to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify strengths in their writing (e.g., “I did a good job of explaining my main idea clearly, and I used examples to support my points”).
- Identify areas for growth (e.g., “I need to work on providing more specific examples to support my argument”).
- Identify areas where they have made improvements (e.g., “I worked on adding more variety in my sentence structure, and my writing flows better”).
- Set specific goals for future writing and monitor progress toward those goals.
- Use self-talk to support the development of ideas and planning for their writing goals.
- Set clear writing goals and evaluate whether these goals have led to measurable improvements in drafts.

Outcome C1: Grade 5

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.2 Purpose and Audience

Grade 3	Grade 4	Grade 5	Grade 6
Identify the topic, audience, and purpose for writing.	Identify the topic, audience, and purpose for writing.	Describe the topic, audience, and purpose for writing.	Describe the topic, audience, and purpose for writing.

Growing Instructional Understanding

Describing the **topic**, **audience**, and **purpose** for writing is essential for creating clear, focused, and engaging content. A strong grasp of these elements allows students to refine their writing approach and adapt their language choices to engage their audience and accomplish their writing goals effectively. This skill helps students ensure that their writing is not only relevant but also compelling and purposeful.

The Three Main Overarching Forms of Writing:

Informational/Expository Writing: This writing type focuses on presenting factual information clearly and logically, with the goal of informing or explaining a topic without personal bias or opinion. Students should be able to present information in a clear, organized format that is easily understandable for their audience.

- Examples: Research reports, informational essays, detailed how-to guides, scientific explanations, and descriptive writing about places or events.
- Audience: This can include peers, teachers, or a wider audience seeking to learn about a specific topic or understand a concept.

Opinion/Persuasive Writing: In persuasive writing, students must develop an argument and provide clear reasons and evidence to convince the reader to accept their viewpoint or take action. Students should be able to make logical, well-supported arguments and recognize the importance of addressing the audience's possible objections.

- Examples: Persuasive essays, letters to officials, opinion editorials, advertisements, and speeches.
- Audience: This could include classmates, teachers, community members, or a broader public audience. The purpose is to influence the audience's opinion or encourage action.

Narrative Writing: Narrative writing involves telling a story, whether real or fictional, and should include a plot, characters, setting, and a resolution. Students should be able to write stories with a strong narrative structure and deeper character development, ensuring the story is engaging and meaningful.

- Examples: Personal narratives, fictional short stories, memoirs, realistic fiction, historical fiction.
- Audience: The audience for narrative writing can vary, including peers, teachers, or anyone interested in stories or personal experiences.

Incorporate Diverse Cultural Texts: Encourage students to explore various text forms from different cultures and linguistic traditions. For example, students can:

- Write personal narratives inspired by their own cultural backgrounds or communities.
- Create persuasive pieces about social or community issues that affect them and their peers.

Help students see how their own cultural perspectives can shape their writing and allow them to connect with broader audiences.

Recommended Distribution of Writing Forms: To ensure a writing program that supports growth across multiple forms, the following is recommended:

- **Grades 3–4:**
 - Informational: 35%
 - Opinion: 30%
 - Narrative: 35%
- **Grades 5–6:**
 - Informational: 40%
 - Opinion: 30%
 - Narrative: 30%

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify the topic of their writing clearly.
- Identify the intended audience for their writing.
- State the purpose of their writing.

- Recognize the writing type (informational, narrative, opinion/persuasive) they are using (e.g., “I am writing a narrative, so I need to tell a story with characters, events, and a clear conclusion”).

Outcome C1: Grade 5

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.3 Developing Ideas

Grade 3	Grade 4	Grade 5	Grade 6
Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.

Growing Understanding

Generating ideas for writing is a fundamental skill that allows students to approach the writing process with confidence and direction.

As students gain proficiency, they should also understand that good writing begins with strong, well-developed ideas. These strategies, when consistently practiced, will help students overcome writer's block and effectively translate their ideas into drafts.

Oral Rehearsal & Discussion (Talk Before Writing)

Talking about ideas before writing helps students organize their thoughts, making it easier to begin drafting. By Grade 5, students can use oral rehearsal strategies to think through their ideas, receive immediate feedback, and develop clarity before writing.

Think-Pair-Share: Have students discuss their ideas with a partner, then share the key points with the class.

Small Group Brainstorming: Encourage group discussions to help students build on each other's ideas and spark new thoughts.

Model structures to support the generation of ideas. Examples could include brainstorming web, topic prompts, sentence starters, story seeds, graphic organizers such as T-charts, Venn diagrams, or First-Next-Then-Last.

Mentor Texts & Exemplars: Students can benefit from reading high-quality mentor texts and exemplars that serve as models for good writing. These texts provide concrete examples of how to approach idea generation and structure ideas effectively.

Graphic Organizers: Graphic organizers are good for helping students visually organize their thoughts, break down complex ideas, and develop their writing in a structured way.

- Mind Mapping/Concept Mapping:** Encourage students to create visual diagrams that link related ideas together, helping them see connections between their thoughts.
- Outlines and Webs:** Use graphic organizers like webs and outlines to help students break their ideas into sections and logically organize their writing.

Modelling Thinking Aloud: While modelling the writing process, think aloud about the decisions made when generating and organizing ideas. For example, explain how you brainstorm ideas, select the most important ones, and organize them into a logical structure.

Shared Writing: Collaboratively write with students, asking for their input as you generate and organize ideas together. This encourages active engagement and reflection on the writing process.

Use of Sentence Stems & Writing Prompts

Sentence stems and writing prompts can help students get started and generate ideas, especially when they feel stuck. However, students should be encouraged to go beyond simple sentence starters and develop more nuanced, original ideas.

Evidence of Learning for Indicators

The following information provides suggested “Look Fors” to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Generate a variety of ideas during brainstorming sessions.
- Use graphic organizers to help organize their ideas.
- Respond to writing prompts to guide their writing process (e.g., “I used the prompt about the effects of social media on communication to help me focus my report”).

- Develop original ideas that reflect personal experiences and cultural interests (e.g., “I wrote about my family’s cultural celebrations because it’s something special to me”).
- Demonstrate critical thinking by considering various perspectives or aspects of a topic (e.g., “I thought about different views on recycling before deciding how to present my argument”).

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Outcome C1: Grade 5

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

Indicators C1.4 Organizing Content

Grade 3	Grade 4	Grade 5	Grade 6
Use explicitly taught strategies to organize writing.	Use explicitly taught form-specific text structures to organize content.	Use explicitly taught form-specific text structures to organize content.	Use explicitly taught form-specific text structures to organize content.

Growing Understanding

Organizing content is essential for students to express their ideas in a clear and coherent way. Before writing, students should be encouraged to plan their structure. Planning helps students visualize their writing and organize their ideas before drafting. It's essential for students to refer back to their plan during the writing process to ensure that they stay focused on maintaining a logical structure.

Expository or informational writing is designed to inform, explain, or describe something in a clear, logical manner. The goal is to help them organize their writing to present facts, details, or instructions clearly and effectively.

- **Sequencing:** Students can organize their writing chronologically, such as when explaining a process or describing how something works (e.g., steps in a science experiment or stages of plant growth).
- **Graphic Organizers:** Using a flowchart or web can help students organize their ideas about the topic. For instance, if students are writing an informational report, they can use a graphic organizer to separate the main ideas into categories.
- **Outlining:** Students can create an outline to ensure they cover the key points of their informational writing.

Opinion or persuasive writing requires students to take a stance on an issue and support their viewpoint with reasons and evidence. Students should learn how to organize their writing so that their argument is clear and compelling.

- **Sequencing:** Organizing opinions logically is important. For example, students might organize their persuasive writing by starting with an introduction that states their opinion
- **Graphic Organizers:** A T-chart or pros and cons chart can help students organize their arguments by clearly separating reasons for and against a topic.
- **Outlining:** For persuasive writing, students can use an outline to organize their argument and supporting points.

Narrative writing tells a story and can be based on personal experience or imagination. Organizing narrative writing involves ensuring that events are presented in a logical, chronological order, with a clear beginning, middle, and end.

- **Graphic Organizers:** A story map can help students organize the elements of their story, including characters, setting, problem, events, and resolution.
- **Outlining:** Outlining a narrative involves organizing the beginning, middle, and end of the story. For example, an outline for a story about a lost dog might look like this:

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify the main idea clearly and concisely.
- Select relevant supporting ideas that clearly relate to the main idea.
- Organize supporting ideas logically.
- Use graphic organizers to support planning for different forms of writing.
- Revise for clarity and focus.
- Write with a clear progression from introduction to body, to conclusion (e.g., "I organized my writing into an introduction, three supporting paragraphs, and a conclusion").

Overview of Creating Texts

Outcome C2

Grade Five Teacher Guide

The ability to skillfully use and understand a variety of text forms is essential. The instruction of outcome C2 supports learners in developing the practical and creative tools needed to craft texts that are coherent, engaging, and appropriate for a wide range of purposes. This outcome emphasizes not only the mechanics of writing but also the thoughtful decisions writers make when producing and refining their work.

Students are provided with explicit opportunities to explore how different text forms function across contexts and platforms. By engaging with both traditional and digital tools, learners gain a flexible skill set that allows them to express their ideas clearly and effectively. In classrooms that value student voice, creativity, and cultural perspectives, students are encouraged to take risks, revise with purpose, and understand writing as a process of continuous improvement.

Key Indicators in Outcome C2 include:

- **Printing, Handwriting, and Word Processing:** Students develop fluency in composing texts by hand while also learning to navigate digital tools for word processing. This dual focus supports legibility, stamina, and the ability to present work in various formats, fostering independence and confidence.
- **Producing Drafts:** Learners are guided through the process of drafting as a foundational step in writing. Drafting provides a space to organize initial thoughts, experiment with structure, and explore how content and form work together to achieve purpose.
- **Revision:** Revision is introduced as a creative and critical part of the writing process. Students learn to rethink and refine their work by considering clarity, depth of content, organization, and audience engagement, often with peer or teacher feedback.
- **Editing and Proofreading:** Students apply conventions of grammar, punctuation, and spelling through focused editing and proofreading practices. These skills help enhance the readability and professionalism of their texts while promoting attention to detail.

Instruction for outcome C2 ensures that students build strong habits of mind and technique. Through scaffolded practice and culturally responsive teaching, learners grow into writers who can thoughtfully shape their ideas and communicate with clarity and impact. Whether drafting in a notebook or publishing on a digital platform, students are equipped to navigate the evolving landscape of writing with skill, purpose, and creativity.

Outcome C2: Grade 5

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Indicators C2.1 Handwriting and Word Processing

Grade 3	Grade 4	Grade 5	Grade 6
Write fluently by hand to develop more legible and automatic handwriting skills.	Write fluently by hand and develop word processing skills to support writing.	Write fluently by hand and develop word processing skills to support writing.	Write fluently by hand and develop word processing skills to support writing.

Growing Understanding

Writing fluently by hand and developing word processing and technology skills are essential writing competencies for Grade 5 students. Students should be able to write fluently by hand, forming sentences and paragraphs with clarity and accuracy, whether in manuscript or cursive writing. Both forms of handwriting should be encouraged, and students should be given the flexibility to choose which one works best for them, ensuring legibility and consistency. Regardless of the writing style chosen, the goal is for students to write with fluency so that they can focus on developing their ideas rather than struggling with the mechanics of handwriting.

In addition to fluency in handwriting, students should begin to develop word processing and technology skills. As technology plays an increasingly important role in education and daily life, students should have the opportunity to practice typing and using word processing tools. These skills will allow students to write more efficiently and provide them with tools to edit and format their work. Students should also learn to use various technological features such as spell check, font selection, and document formatting to refine their writing and present it professionally.

Students should be able to write both by hand and on a computer, transitioning between the two forms depending on the writing task. Word processing allows for flexibility, such as revising and editing text, inserting images, and formatting documents. Developing technology skills also includes becoming familiar with digital tools that support writing, like online research, collaborative writing platforms, and presentation tools. These skills will help students in future writing tasks, making them more efficient and confident writers.

While students should already have a solid grasp of sentence-level writing, Grade 5 emphasizes organizing ideas into well-structured paragraphs that express a clear point or narrative.

As students write paragraphs, they will refine their ability to develop coherent thoughts, with a clear topic sentence, supporting details, and a concluding sentence. This requires a strong understanding of syntax (how words are arranged in sentences) and grammar (rules for word usage and sentence construction). Students should be using conjunctions, transition words, and appropriate punctuation to link sentences within a paragraph, ensuring that ideas flow logically and smoothly.

When practicing fluent handwriting there is an opportunity to connect with *Strand A indicators for syntax, sentence structure, capitalization and punctuation*, ensuring teachers take the opportunity to weave together indicators from all strands within the curriculum.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Write fluently by hand, using legible manuscript or cursive handwriting, with consistent letter formation and spacing.
- Develop sentences and paragraphs with appropriate punctuation, capitalization, and structure, whether handwritten or typed.
- Develop basic word processing skills, including typing text and using basic formatting tools.
- Use digital tools such as spell check, formatting options, and font selection to improve the presentation of writing.
- Switch between handwritten and typed writing as appropriate for different tasks.
- Use digital tools for collaborative writing (e.g., "I worked with my classmates online to edit and improve our group report").

Outcome C2: Grade 5

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Indicators C2.2 Producing Drafts

Grade 3	Grade 4	Grade 5	Grade 6
Draft texts using knowledge of audience, purpose, topic, and conventions.	Draft texts using knowledge of audience, purpose, topic, and conventions.	Draft texts using knowledge of audience, purpose, topic, and conventions.	Draft texts using knowledge of audience, purpose, topic, and conventions.

Growing Understanding

Drafting texts involves getting ideas down on paper in a coherent form with a focus on structure, content, and purpose. Students should be able to create drafts that are organized, clear, and purposeful, considering both their audience and purpose. To draft text effectively, students must have already set goals, developed ideas, organized their thoughts, and planned their writing. This builds on the earlier stages of the writing process.

Students should be able to draft texts across the three main forms: Informational/Expository, Opinion/Persuasive, and Narrative, with a focus on clarity, organization, and purpose. As they move through the drafting process, students should always consider their audience and purpose, as these elements guide their writing decisions.

Informational/Expository Writing: Focus on clarity and organization when presenting facts, details, and explanations. Encourage students to break down information into manageable sections (e.g., using headings, bullet points, or numbered lists) to help the reader follow the content easily.

Opinion/Persuasive Writing: Teach students how to clearly state their opinion and support it with evidence. Organize their writing into sections: an introduction with the opinion, supporting paragraphs with reasons and evidence, and a conclusion that restates the opinion or calls the reader to action.

Narrative Writing: Help students develop a clear story arc with a beginning, middle, and end. Focus on introducing characters, setting the scene, and creating a plot. Encourage students to use sensory details (sights, sounds, smells) to make their writing more engaging for readers.

Model the drafting process in real-time. As a class, choose a topic and demonstrate how to begin drafting a piece of writing. Think aloud as you organize your thoughts, choose words, and develop ideas. For example, when drafting a persuasive letter, show how to begin by stating the opinion, adding reasons, and concluding with a call to action.

Encourage students to write alongside you as you model, offering them the opportunity to ask questions or seek clarification.

See appendix C2.2

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Draft a research report with a clear structure and multiple sources of evidence (e.g., "I wrote a report about endangered species, citing several sources for facts").
- Write a persuasive essay with strong, well-supported arguments and counterarguments.
- Develop a story with a well-structured plot, strong characters, and clear setting.
- Use graphic organizers to plan complex writing (e.g., "I used a mind map to plan my persuasive essay").
- Organize writing into sections, ensuring logical flow and clear connections between ideas.

Outcome C2: Grade 5

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Indicators C2.4 Revision

Grade 3	Grade 4	Grade 5	Grade 6
Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.

Growing Understanding

By Grade 5, students should be refining their ability to revise drafts with greater independence, focusing not only on adding or deleting content but also enhancing their writing style, clarity, and overall effectiveness.

The goal is to improve not just what is written but how it is written, refining sentence structure, vocabulary choices, and the overall flow of ideas.

Content Revisions: Students should evaluate the relevance and depth of their supporting details and examples. The focus should work toward ensuring that their ideas are fully developed and directly connected to their main argument or purpose. Students should be encouraged to ask themselves:

- "Do I have enough details to support my main idea?"
- "Are the examples I've provided clear and effective?"
- "Do the details make my point stronger or clearer?"

Clarity Revisions: Students will revise their writing to improve sentence clarity and organization. They should be able to break down complex or unclear sentences and reorganize them for better flow. They will work on:

- Improving sentence structure by making sure each sentence is easy to follow.
- Using transition words to improve the flow between ideas (e.g., "first," "next," "in addition," "however").
- Eliminating unnecessary or confusing words and focusing on precision and clarity.

Feedback and Self-Assessment: Students should take ownership of their revisions. Feedback from peers and teachers should be used to improve the quality of their ideas and writing style.

Revising for Coherence and Logical Flow: Students should focus on organizing their ideas so that each paragraph and sentence flows logically from one to the next. Encourage them to check for coherence and ensure that their writing stays focused on the main idea throughout the draft.

Model the Revision Process: Demonstrate revising a draft in real time, thinking aloud as you make changes to content, clarity, and style. For example, say things like, "I'm going to move this sentence to the beginning for better clarity," or "Let's add more detail to this example to make the argument stronger."

Provide Revision Checklists: Offer students a revision checklist that includes specific areas to focus on:

- Is the main idea clear and well-supported?
- Are the sentences easy to follow, and do they flow logically?
- Are there any repetitive words or phrases that need replacing?
- Is the writing engaging with varied sentence structures?

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Revise to ensure the main idea is clearly stated and supported with relevant examples.
- Revise for clarity, removing unnecessary words or repetitive information.
- Use feedback to improve the structure of the piece (e.g., "I reorganized my paragraphs based on the feedback I received to make my essay flow better").
- Experiment with sentence structure and vocabulary to create more dynamic writing.

Outcome C2: Grade 5

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Indicators C2.5 Editing and Proofreading

Grade 3	Grade 4	Grade 5	Grade 6
Make edits to draft texts to improve accuracy and proofread to make corrections.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.

Growing Understanding

By Grade 5, students should be refining their ability to edit and proofread drafts, focusing on improving accuracy, clarity, and style. In this grade, students should become more proficient in using word processing tools to assist in editing, checking for errors, and improving the overall presentation of their writing.

Proofreading for Errors: Students should be able to check for spelling errors, grammar mistakes, punctuation issues, and sentence structure. They should focus on correcting more complex errors, such as subject-verb agreement, misplaced modifiers, and the proper use of commas and apostrophes.

See Connections to Strand A and appendix A.1

Use of a Word Processor: Students should be familiar with using word processors for editing purposes. They should be comfortable using tools like spell check, grammar check, find-and-replace, and text formatting. Word processors also allow students to easily make changes, track revisions, and enhance the presentation of their writing.

Self-Editing and Peer Feedback: Students should work toward editing their drafts with minimal guidance. They should also be able to provide and receive peer feedback in a constructive way. Encouraging students to work with peers to review and revise drafts helps them become more independent writers and allows them to learn from others.

Model Word Processor Use: Introduce students to more advanced features of word processing tools, such as find-and-replace and grammar check. Show them how these tools can help them quickly spot and correct errors and explain the importance of using them as part of the editing process.

Teach how to Peer Review: Set aside time for peer feedback. Encourage students to review each other's drafts, looking for specific things like clarity, logical flow, and the effectiveness of their arguments. Peer review helps students internalize editing and proofreading skills and improves the quality of their own drafts.

Self-Editing Practices: Teach students strategies to edit their own work, such as reading aloud, using checklists, or reading their work backwards (checking one sentence at a time). These strategies help students catch mistakes they may have missed on the first pass.

Teach Editing Strategies: Show students how to look for repeated words, unclear sentences, or lacking transitions. Provide strategies for fixing common errors like word choice or redundancy. Reinforce the importance of reading the draft multiple times for different issues (i.e., once for spelling, once for content, once for punctuation).

This stage of the writing process connects to Strand A indicators for punctuation, grammar, syntax and sentence structure.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Check for spelling and grammar errors using a word processor.
- Proofread for punctuation mistakes, including commas, periods, and quotation marks.
- Fix sentence structure, improving clarity and flow.
- Use word processing tools like find-and-replace and grammar check to identify and correct errors.
- Review and implement peer feedback to refine the draft.

Overview of Publishing, Presenting and Reflecting

Outcome C3

Grade Five Teacher Guide

In today's digital age, the ability to adeptly use a variety of media and tools for communication is critical. Outcome C3 is designed to ensure students gain proficiency in selecting and utilizing the most suitable and effective media, techniques, and tools to publish and present their texts.

The outcome is designed to help students explore various presentation formats and publishing platforms, helping them to understand the strengths and limitations of each. By experimenting with digital tools, print media, and multimedia presentations, students develop the critical ability to choose the right medium that best matches the purpose and audience of their text. This skill is essential in a world where the effectiveness of communication can be significantly enhanced by the appropriate choice of platform, deepening audience engagement, and ensuring accessibility.

Key Indicators found in Outcome C3:

Publishing and Presenting Texts: Learners explore a range of publishing options, from traditional print to digital platforms, gaining hands-on experience in using these mediums to reach their target audiences. Students refine their presentation skills, learning how to effectively use visual and auditory media to enhance the impact of their spoken or displayed texts.

Reflecting and Self Evaluation: An integral part of the learning process, students engage in reflective practices to assess their choices and the effectiveness of their communication strategies. This reflection helps them understand their development as communicators and identifies areas for further growth.

The aim is to equip every student with the skills to critically assess and utilize a variety of communication strategies and technological resources. This inclusive approach provides all students with the skills needed to succeed in both academic and real-world settings. Students learn to refine their work by considering feedback and applying their knowledge of text structures and audience engagement, enhancing their ability to produce polished and impactful final pieces.

Outcome C3: Grade 5

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of forms.

Indicators C3.1 Publishing and Presenting

Grade 3	Grade 4	Grade 5	Grade 6
Produce and Present text to audiences.			

Growing Understanding

By Grade 5, students should be refining their ability to produce and present their writing effectively. At this stage, students should be increasingly independent in producing high-quality drafts and utilizing a variety of media and tools to present their work to an audience.

Producing Text: Students should be able to revise and finalize their drafts to ensure that the content is complete, well-organized, and appropriate for the audience. They should understand the importance of structure, ensuring their writing is coherent and easy to follow. The goal is to create a finished piece that can be shared with an audience in a variety of formats.

Presenting to an Audience: Students should present their work clearly and confidently. Students should be refining their speaking skills by focusing on expression, tone, volume, and engagement. They should work on improving how they organize and deliver their presentations, ensuring that they keep the audience engaged and effectively communicate their ideas.

Use of Media and Technology: Students should be increasingly comfortable using digital tools to create presentations. They should be able to use programs like PowerPoint, Google Slides, simple videos, posters etc. to enhance their presentations. This can include adding images, text, and multimedia elements like videos or sound clips to support their message.

Audience Awareness: Students should be able to adjust their language and presentation style based on the audience. They should consider whether the audience is familiar with the topic or not, and how to make their presentation accessible and engaging.

Model Strong Presentations: Provide students with examples of good presentations, focusing on the elements of structure (introduction, body, conclusion), engagement (eye contact, enthusiasm), and the use of media (visual aids, slides). Show them how to organize a presentation logically, focusing on one key point at a time.

Teach Audience Engagement: Encourage students to consider their audience before and during their presentations. Teach them techniques like asking questions, making eye contact, and using gestures to make the presentation more dynamic and engaging.

Introduce Digital Tools: Students should be comfortable using digital tools like PowerPoint, Google Slides, when appropriate to create visually appealing presentations. Show them how to use these tools effectively to organize text, images, and multimedia into a cohesive presentation.

Provide Structured Peer Feedback: Give students specific criteria to look for when giving feedback to their peers. For example, ask them to comment on the effectiveness of the introduction, the use of visuals, the clarity of ideas, and the overall engagement of the presentation.

Encourage Practice: Allow students multiple opportunities to practice their presentations in front of a small group or the whole class. This will help them build confidence and refine their delivery.

Use Rubrics: Provide students with a rubric outlining the criteria for a successful presentation. This could include categories like clarity of content, engagement, use of media, and organization. The rubric will help students focus on the key elements they need to improve.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Produce clear and well-organized drafts that are suitable for presentation.
- Present to the audience confidently, using appropriate tone, volume, and expression.
- Use digital tools to enhance presentation.
- Incorporate visuals such as images, charts, or videos to engage the audience.
- Engage the audience by maintaining eye contact, using gestures, and asking questions.
- Adjust content and delivery based on the audience, using language and tone appropriate for the setting.
- Provide an organized presentation with a clear beginning, middle, and conclusion.

Outcome C3: Grade 5

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of forms.

Indicators C3.2 Reflecting and Self Evaluation

Grade 3	Grade 4	Grade 5	Grade 6
Reflect on strengths and areas for growth throughout the writing process.	Reflect on strengths and areas for growth throughout the writing process	Reflect on strengths and areas for growth throughout the writing process	Reflect on strengths and areas for growth throughout the writing process

Growing Understanding

Students should be refining their ability to reflect on their writing throughout the process of drafting, revising, and editing. Reflection helps students understand their strengths, recognize areas for growth, and track their progress as writers. This process enables them to make meaningful revisions that improve their work and develop their writing skills.

Strengths and Areas for Growth: Students should be able to identify what they do well in their writing (e.g., strong organization, clear ideas) and where they need improvement (e.g., refining their argument, adding more detail). This reflection should help them determine the steps they need to take to enhance their writing.

Self-Assessment and Feedback: Students should be increasingly independent in assessing their own work. They should also be able to use tools like writing rubrics and checklists to evaluate their writing. Feedback from teachers and peers should be used to guide their revisions, and students should be able to incorporate this feedback effectively into their drafts.

Model Reflection: Regularly model reflection for students by going through a piece of writing together. Discuss what went well, where improvements could be made, and how to use self-assessment tools to reflect on the draft.

Introduce Rubrics and Checklists: Provide students with writing rubrics and checklists to help them assess their work. Walk through these tools with students so they can understand how to use them to identify strengths and areas for growth.

Reflection at Multiple Stages: Encourage students to reflect at different stages of the writing process—before they begin drafting, during the drafting process, and after revisions. Teach them to make small adjustments to their work as they go, rather than waiting until the end.

Foster Peer Feedback: Have students engage in peer reviews to gain different perspectives on their work. Encourage them to give specific, actionable feedback and to use that feedback to refine their own drafts.

Promote a Growth Mindset: Reinforce that reflection and revisions are part of the writing process and that improving writing is a journey. Celebrate progress and effort, not just the finished product.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Reflect on strengths by recognizing what aspects of the writing are successful.
- Identify areas for growth, such as where more detail or clarity is needed.
- Use reflection to guide revisions, identifying specific changes to improve on for the next piece of writing.
- Use self-assessment tools, such as rubrics or checklists, to evaluate the writing.
- Incorporate peer or teacher feedback, making adjustments based on suggestions.
- Track growth as a writer, recognizing improvement in writing over time (e.g., "I feel like I'm getting better at organizing my paragraphs and adding more details to my writing").
- Monitor and reflect on writing goals, setting specific targets for future drafts (e.g., "Next time, I want to focus on using more transition words between paragraphs").

Literacy in the Content Areas

Strand D

Grade Five Teacher Guide

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Overview of Connecting to the Content Areas

Outcome D1

Grade Five Teacher Guide

In an increasingly information-rich world, students must be equipped with the literacy skills to navigate, comprehend, and communicate ideas across content areas with purpose and clarity. Outcome D1 is designed to help learners apply essential literacy strategies across disciplines, such as building vocabulary and background knowledge, determining importance, conducting research, organizing information, synthesizing findings, and communicating effectively. The goal is for students to do this in subject areas beyond Language Arts, such as science, social studies, and health education.

This outcome recognizes that literacy extends beyond language arts. It is a foundational tool for thinking and learning across disciplines. Students are supported in building the vocabulary and content knowledge they need to access subject-specific texts and media. Through explicit instruction in strategies like identifying relevant information, evaluating sources, and organizing key ideas, learners grow as independent thinkers capable of constructing meaning from multiple sources.

Outcome D1 also emphasizes the role of communication as a tool for deepening understanding. Students learn to use writing and other formats, such as graphic organizers, oral discussions, visual representations, and digital tools, to clarify and refine their thinking as they engage with content. These practices not only support academic achievement but also help students develop critical literacy skills to evaluate and synthesize complex information as they grow.

Key Indicators found in Outcome D1:

- **Learning and Using Vocabulary and Background Knowledge:** Students acquire and apply discipline-specific vocabulary and combine that with their background knowledge to support comprehension.
- **Determining Importance and Research:** Learners identify relevant information aligned to purpose, use a variety of sources to engage in understanding a topic in depth.
- **Synthesizing Information:** Students gather information from multiple sources related to a concept or topic in a content area and combine it to develop a clear, cohesive understanding.
- **Communicating for Thinking and Learning:** Learners use writing, speaking, and visual representations to process and express their ideas within content area learning.

By integrating these literacy practices into content learning, we ensure students are not just absorbing facts, they are learning how to think critically, communicate clearly, and connect ideas across disciplines.

Outcome D1: Grade 5

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.1 Using Vocabulary and Background Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Growing Understanding

In Grade 5, students continue to refine their use of subject-specific vocabulary and apply it in increasingly complex ways. They are expected to engage with and comprehend texts in health, science, and social studies, while developing a deeper understanding of concepts. In this grade, students will not only apply vocabulary but also use it to explain, analyze, and evaluate ideas in both written and oral formats. Teachers should emphasize the importance of using vocabulary accurately and in context, supporting students in connecting their new knowledge to real-world scenarios. It is important to note that there is an opportunity to connect back to Strand A and learning morphology when we are teaching vocabulary. While teachers will guide students with specific vocabulary, students will also deepen their understanding by engaging with content-rich texts that introduce new terms and ideas.

Please see appendix D1.1 for each subject specific area- appendix this will show the main topics covered at grade 5 and the potential vocabulary to consider during integrated literacy.

- Use background knowledge by discussing what students know about the topics at hand. Encourage them to draw from their personal experiences or previous lessons to help introduce new vocabulary
- Use visuals and diagrams that incorporate subject-specific vocabulary.
- Contextualize vocabulary in real-life scenarios to make learning more relatable and meaningful.
- Use graphic organizers to help students categorize vocabulary, such as T-charts, mind maps, or semantic maps to link terms and their meanings.
- Incorporate morphology by breaking down vocabulary words into roots, prefixes and suffixes helping students understand word meanings and how they can be applied across different contexts
- Encourage students to use vocabulary in written reports, presentations, and discussions to demonstrate understanding and reinforce usage.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Use subject-specific vocabulary accurately and appropriately in both spoken and written explanations.
- Incorporate newly learned vocabulary in discussions, writing, and problem-solving activities to explain concepts, processes, or phenomena.
- Identify and explain key concepts using subject-specific terminology.
- Apply background knowledge from previous lessons or personal experiences to enhance understanding of new vocabulary.

Outcome D1: Grade 5

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.2 Determining Importance

Grade 3	Grade 4	Grade 5	Grade 6
Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.

Growing Instructional Understanding

In Grade 5, students build upon the skills they have developed in previous grades to work with more complex texts and sources. This grade focuses on improving students' ability to organize, analyze, and apply information effectively in their writing and presentations.

Key Concepts:

Identifying Key Information: Students should be able to evaluate texts critically and identify both explicit and implicit information that supports their understanding of the main idea.

Gathering Information from Multiple Sources: Students will gather information from a variety of sources, including books, articles, and multimedia. They should use information from these sources, comparing and contrasting how different sources present similar topics. Encourage students to use critical thinking to evaluate the credibility and reliability of each source.

Using Information to Build and Communicate Understanding: Students will be expected to gathered information to create coherent and organized written forms or presentations. This may involve creating more advanced organizational structures, such as outlines, subheadings. In this grade, students should begin to use the gathered information to form arguments or conclusions, supporting their points with evidence from multiple sources.

Culturally Responsive Teaching Considerations: Teachers should continue to encourage students to incorporate their own experiences, cultural backgrounds, and perspectives into their understanding of the topics. This not only validates students' experiences but also enriches their engagement with the content. Introduce students to texts and sources from a range of cultural perspectives, ensuring that multiple voices and viewpoints are explored.

- **Model Information Gathering:** Demonstrate the process of reading a complex text, highlighting how to identify key details and how to gather additional information from secondary sources
- **Use Graphic Organizers:** Provide graphic organizers to help students synthesize information from multiple sources and visually represent their understanding.
- **Encourage Research:** Allow students to conduct independent research on a given topic. Teach them how to evaluate sources and use proper citation methods.
- **Critical Thinking Discussions:** Facilitate discussions where students can compare and contrast the information gathered from different texts. Encourage them to critically analyze how each source supports or challenges their understanding.
- **Collaborative Learning:** Encourage students to work in pairs or small groups to compare the information they've gathered and discuss how different sources influence their understanding of a topic.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Identify key details that relate to the purpose for reading across different texts.
- Compare and contrast information from multiple texts to identify relevant.
- Use note-taking to identify and organize key points from multiple texts.
- Evaluate the relevance of details to the research question or reading purpose.
- Summarize across texts while maintaining the most important ideas and details.
- Recognize patterns or themes across different texts.

- Organize findings into categories or themes.
- Make connections between information in texts and real-world applications.

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Outcome D1: Grade 5

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.3 Synthesizing Information

Grade 3	Grade 4	Grade 5	Grade 6
Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.

Growing Understanding

In Grade 5, students will refine and expand upon the skills they developed in earlier grades, particularly around synthesizing information from multiple sources. At this stage, students should be able to evaluate sources, extract relevant information, and combine their knowledge to create a well-rounded understanding of content-area concepts.

Summarizing vs. Synthesizing:

Summarizing: Summarizing involves condensing a piece of information into its essential elements, focusing on the most important points and details.

Synthesizing: Synthesizing requires students to combine information from different sources to form a new understanding. It's about creating connections between various texts or ideas and generating a deeper insight into the topic.

Using Information from Multiple Sources: Grade 5 students will work to gather information from a variety of sources, including books, articles, websites, videos, and primary sources. They will practice evaluating the credibility of sources and synthesizing information from both print and digital formats. Students should be able to identify which sources provide the most reliable and relevant information and explain why they chose those sources.

Building and Communicating Understanding: After gathering and synthesizing information, students will organize and present their findings in written work, or oral presentations. The ability to organize and synthesize information into clear, coherent arguments or explanations will be essential for success. Students should be encouraged to use evidence from their sources to support their conclusions and communicate their ideas in a well-structured format that makes sense to the audience.

- **Model Synthesizing vs. Summarizing:** Show students how to both summarize and synthesize information from multiple sources. Think aloud as you model the process of summarizing a text and then demonstrate how to synthesize information from another source to enhance understanding.
- **Encourage Critical Thinking:** Help students analyze the information they gather. Prompt them to ask questions such as, "What is the relationship between this information and the information from another source?" or "How does this information change my understanding of the topic?"
- **Use Graphic Organizers:** Provide tools like concept maps, T-charts, and Venn diagrams to help students compare and synthesize information. These tools help them visually organize their ideas and identify connections between sources.
- **Incorporate Multimedia:** Encourage students to gather information from a variety of media (e.g., videos, websites, books, podcasts) and show them how to synthesize this information effectively.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for Grade 5

- Recognize and extract the main ideas and key details from multiple sources.
- Summarize the most important points of a text, maintaining clarity and accuracy.
- Combine information from different texts or formats to form a new understanding of a topic.
- Identify connections between ideas from different sources, synthesizing them to explain a broader concept.
- Use graphic organizers, outlines, and other tools to record information from various sources.
- Present synthesized information clearly in writing or oral presentations.
- Use evidence from multiple sources to support conclusions or arguments.

Outcome D1: Grade 5

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Indicators D1.5 Communicating for Thinking and Learning

Grade 3	Grade 4	Grade 5	Grade 6
Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.

Growing Instructional Understanding

In Grade 5, students continue to refine their ability to organize, refine, and express ideas related to health, science, and social studies content. They will use a variety of communication forms, such as writing, speaking, and visual representations, to communicate their learning

Writing and Communication Forms:

- **Health Education:** Students will use writing to explain how health behaviors influence different aspects of well-being. They can also use oral presentations or posters to express their understanding.
- **Science:** In Science, students will use writing, charts, and diagrams to explain scientific processes and analyze data from experiments or observations.
- **Social Studies:** In Social Studies, students will summarize and analyze through research reports, compare and contrast diagrams and paragraphs, opinion writing

Expressing Ideas for Learning in Different Content Areas:

Students should be able to express their learning in various forms, whether it is through written reports, oral presentations, or diagrams. They should be able to communicate their ideas clearly, using subject-specific vocabulary accurately, and presenting their ideas in a logical and cohesive manner.

For example, in Social Studies 5, as students investigate how we learn about the past, they can read *I'm from Nova Scotia: Exploring My Black Heritage*, *The Halifax Explosion: 6 December 1917, at 9:05 in the Morning*, and *We Remember the Black Battalion* to explore different ways that we can learn about African Nova Scotian history.

Connecting opportunities for presenting and writing on topics related to other content areas has been shown to increase student engagement and comprehension. When students write about subjects they are learning in other disciplines, it strengthens their understanding and reinforces vocabulary and morphology from Strand A, comprehension skills from Strand B, and opportunity to try different writing forms from Strand C.

Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

Look for in Grade 5

- Use writing (e.g., reports, summaries, essays) to communicate ideas and findings clearly and accurately.
- Present information through oral communication (e.g., presentations, discussions) with logical explanations and supporting evidence.
- Use visual aids to enhance the communication of ideas and show understanding.
- Express understanding of health, science, and social studies concepts using the appropriate vocabulary and structure.
- Use subject-specific terms accurately and effectively in both written and oral communication.
- Integrate evidence and supporting details into writing and speaking to present a cohesive and well-supported argument or explanation.

Appendices
Strand A- D
Grade Five Teacher Guide

DRAFT

Outcome A2.1: Grade 5 Appendix

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.

Spelling Pattern Reference Sheet

English has a reputation of being overly complicated. It is complex - but there is a predictable structure! This reference sheet gives an overview of some of the "tendencies" in English that explain why words are spelled the way they are. Note that this chart is not designed to be used directly with students - the purpose is to support educator knowledge.

Pattern or Tendency	Explanation	Examples and Non-Examples
Beginning c vs. k	At the beginning of a word or syllable, /k/ is usually spelled <c> if it comes before a, o, u, or a consonant. It is usually spelled <k> if it comes before an e or i.	<c> cat, cold, cut, clap <k> keep, kit
Short Vowel Ending: ck	At the end of a word or syllable, the /k/ sound is spelled <ck> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <k>.	<ck> brick, luck <k> pink, oak
Short Vowel Ending: FLoSS	At the end of a word or syllable, the letters f, l, s, and z are doubled when they come right after a short vowel.	Examples: cuff, hill, dress, buzz Non-Examples: last, heel
Short Vowel Ending: tch	At the end of a word or syllable, the /ch/ sound is spelled <tch> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <ch>.	<tch> catch, sketch <ch> bench, beach
Short Vowel Ending: dge	At the end of a word or syllable, the /j/ sound is spelled <dge> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <ge>.	<dge> edge, budge <ge> hinge, huge
Soft c	C tends to soften to the /s/ sound when it comes before e, i, or y.	Soft c: city, cent, cycle Hard c: cap, cot, cut
Soft g	G tends to soften to the /j/ sound when it comes before e, i, or y, though this is less regular than the soft c pattern.	Soft g: gem, giraffe, gym Hard g: gate, go, gum Exceptions include give, get
aw vs. au	<au> tends to be used at the beginning or in the middle of words or syllables, while <aw> tends to come at the end, or before a final l, n or k.	<au> August, launch <aw> claw, fawn, hawk, crawl
oi vs. oy	<oi> tends to be used at the beginning or in the middle of words or syllables, while <oy> tends to come at the end.	<oi> oil, boil <oy> toy, oyster
ai vs. ay	<ai> tends to be used at the beginning or in the middle of words or syllables, while <ay> tends to come at the end.	<ai> paint, aim <ay> pay, playful
ow vs. ou	<ou> tends to be used at the beginning or in the middle of words or syllables, while <ow> tends to come at the end, or before a final l, or n.	<ou> ouch, round <ow> how, howl, brown
IJUV	English words typically don't end with i, j, u, or v. Other spellings are often used when these sounds are at the end of a word.	Examples: sky, huge, blue, love
2 sounds of -y	At the end of a one-syllable word, a final -y is usually pronounced as a long i. At the end of a two-syllable word, it is usually pronounced as a long e.	long i - sky long e - happy
3 sounds of -ed	The suffix -ed has 3 different sounds - /id/, /d/, and /t/.	/id/ melted /d/ smelled /t/ jumped
Suffix Base Changes: E-drop	When adding a suffix that starts with a vowel (ing, y, ed, er, etc.) to a base that ends with e, drop the final e.	Example: hope - hoping Non-Example: hope – hopeful
Suffix Base Changes: Y-to-I	When adding a suffix that doesn't start with i to a base that ends in y, change the final y of the base to an i.	Examples: baby - babies, happy - happiness

Non-Example: carry - carrying



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Outcome A2.2 Grade 5 Appendix – Morphology

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Use developing knowledge of the meanings of words and common morphemes to understand, read and spell words.

Morphology is best introduced using simple morphemes. As students build their understanding, teachers can gradually introduce more complex prefixes and suffixes, followed by Latin and Greek roots. Throughout this progression, it is important to reinforce previously taught morphemes through ongoing instruction and corrective feedback. For example, common errors such as incorrect use of possessive "'s" often go uncorrected, even into high school. Providing consistent feedback helps ensure students not only recognize morphemes but also apply them accurately in their writing.

Phase	Focus	Examples		Teaching Notes
Introduction (2-3)	Compound Words and Plurals	Closed form	Sunflower Toothbrush snowman	Teach 3 kinds of compound words- closed form, open form and hyphenated.
		Open form	Ice cream Post office	
		Hyphenated form	Mother -in-law Part-time Check-in	
		-s	Cats Dogs books	
		-es	Buses Foxes Wishes	
		Drop y +-ies	Puppies stories	
Building (3-4)	Introduce inflectional suffixes and basic derivational prefixes	Inflectional suffixes		Focus on foundational affix patterns and spelling rules. – (see appendix A2.1 as well)
		-ed	Jumped Played washed	
		-ing	Running Reading smiling	
		-er	Faster Teacher baker	
		-est	Fastest Smallest kindest	
		Derivational Prefixes		
		Un-	Unhappy Undo unfair	
		Re-	Replay Redo rebuild	
		Pre-	Preview Preheat preschool	
		Dis-	Dislike Disagree disconnect	
Miss	Misplace Misbehave misspell			
Applying (4-5)		Common Derivational Suffixes		

	Expand to include common derivational suffixes and Latin roots	-ful	hopeful	Help students see how affixes change meaning and support comprehension.
		-less	careless	
		-ness	kindness	
		-ment	enjoyment	
		-able/-ible	Readable visible	
		-tion/ -sion	Creation expansion	
		-er/or	Teacher actor	
		-ly	Quickly	
		High-Utility Latin Roots		
		Scrib/script	Describe Script inscription	
		Port	Transport Import portable	
		ject	Project Eject injection	
		struct	Construct Structure Destruction	
		vis/vid	Vision Video invisible	
dict	Predict Dictionary Contradict			
Deepening (5-6)	Introduce Greet roots and complex suffix patterns	High-utility Greek roots		Emphasize morphological analysis across subject areas and in multisyllabic academic vocabulary. Have students build word webs or sort by root/suffix combination to visually understand how words are constructed and altered.
		Photo	Photography	
		Geo	Geography Geology	
		Auto	Autograph Automatic	
		Therm	Thermometer Thermal	
		Graph	Autograph Paragraph	
		Scope	Telescope Microscope	
		Meter	Centimeter Barometer	
		Phon	Telephone Symphony	
		Bio	Biology Biography	
		Hydo	Hydrate Hydroelectric	

Term	Definition
Inflectional suffixes	<p>Inflectional morphemes are suffixes which do not change the essential meaning or grammatical category of a word.</p> <p>They do information when added to the following types of base words: Nouns – inflectional suffixes are added to form plurals (dog-dogs, baby-babies, roof rooves) or to show possession (mom-mom’s) Adjectives – inflectional suffixes are added to make comparisons (big, bigger, biggest) Verbs – inflectional suffixes are added to show tense (walk, walked, walking, walks)</p> <p>*** see spelling appendix for common patterns</p>

Derivational Prefixes	<p>Derivational prefixes are added to the beginning of a base word to change its meaning.</p> <p>Unlike inflectional morphemes, these prefixes often create a new word with a different meaning or function, but they do not change the word's grammatical ending.</p> <p>For example:</p> <ul style="list-style-type: none">• happy becomes unhappy (changing meaning)• cycle becomes recycled (changing the action or direction).
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Adapted from *New South Wales Australia* for further expansion see: <file://Downloads/morphemes-suggested-sequence.pdf>

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Outcome A2.3: Grade 5 Appendix –Vocab Tier 2

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.

Tier 2 words are high-utility academic vocabulary found across a wide range of texts, including literature, informational materials, and subject-area content. These words differ from everyday Tier 1 vocabulary (e.g., *walk, happy*) and are more general than domain-specific Tier 3 terms (e.g., *evaporation, parliament*). Tier 2 words often appear more frequently in written language than in conversation and are essential for enhancing comprehension and supporting academic thinking across all subjects.

Tier 2 words often:

- Appear in written text more than in spoken language
- Carry meaning that enhances comprehension
- Have multiple meanings
- Can be taught through context, morphology, and explicit instruction

Some Tier 2 words may overlap with Tier 3 vocabulary depending on the context. Words such as *cycle, system, or impact* can appear in both general academic and subject-specific texts. Teachers should use professional judgment to determine when and how to reinforce these terms across disciplines. It is also important to teach multiple-meaning words explicitly, as their complexity can lead to confusion. For example, the word *right* may mean *correct, a direction, or a legal entitlement* depending on context. Addressing these nuances through direct instruction helps students build precise understanding and use language effectively in reading, writing, and discussion.

Tier 2 academic vocabulary is not meant to be taught once and left behind. These words are foundational to thinking, discussing, and writing across all subjects and grade levels. While the phases in this progression build from less to more complex use, vocabulary instruction should remain flexible and responsive. Words introduced in earlier phases, such as *describe, compare, or identify*, are continually revisited and deepened through exposure to more complex texts and tasks. Similarly, more advanced Tier 2 words, like *analyze, synthesize, or evaluate*, may be introduced earlier through rich classroom discussion, read-aloud, or modeled writing, even if not yet expected in student production.

This recursive approach ensures students not only recognize and understand Tier 2 vocabulary but also learn how to apply it in increasingly sophisticated ways over time. The goal is to support academic thinking by weaving this language into all parts of instruction, reading, writing, speaking, and listening, across the curriculum.

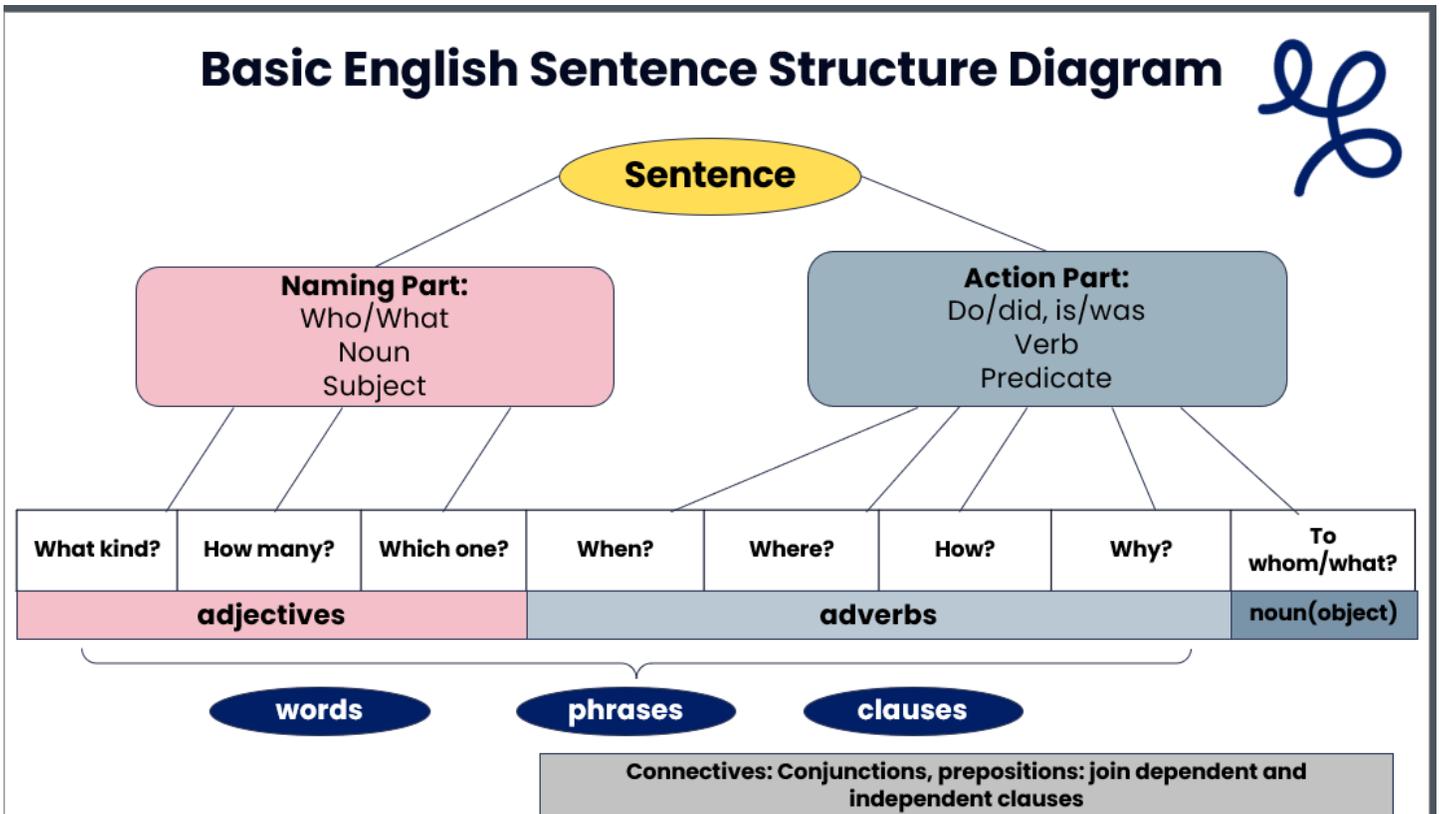
Phase	Verbs	Adjectives	Purpose
Foundational Use of Academic Language	Describe Compare Identify Respond Group Think Change	Clear Important Problem	These words support oral and written explanations, categorization and early comprehension. They are often used when labeling, sharing ideas, and making simple observations.
Transitional Academic Language	Explain Contrast Determine Summarize Categorize Question Adapt	Specific Significant Infer	Words in this phase require learners to begin organizing ideas, supporting thinking with evidence and navigating content connections.
Expanding Reasoning	Interpret Evaluate Justify Generalize Classify Inquire Transform Enhance	Precise Imply Relevant	Learners begin using more abstract reasoning, justifying claims, and interpreting more complex text or ideas. These words support opinion writing, critical responses and deeper comprehension.
Meta Cognition	Analyze Synthesize Elaborate Critique	Nuanced Delemma	These words enable high-level thinking, such as evaluation of multiple perspectives, synthesizing

	Organize Conclude		sources, and engaging in critical reflection. They are used in complex discussions, essays, debates and multi-text comprehension.
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Outcome A3.1: Grade 5 Appendix

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Identify how parts of speech and sentence structures support reading comprehension and writing.



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Outcome A3.2: Grade 5 Appendix – The Functions of Parts of Speech.

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Identify how parts of speech and sentence structures to support reading comprehension and writing.

Term	Function Role	Examples
Noun	Names who or what- Namer	The dog barked. That city is beautiful
Adjective	Expands the noun How many? What kind? Which one?	Three green apples. The old castle. That first book
Verb	Tells the action- did what? Links the subject to a word or phrase in the predicate- is what?	She ran to the store. He is tired.
Adverb	Expands the action/verb Where? When? How? Why?	They arrived yesterday (when). He moved quickly (how). She sits there (where). He left because he was sick (why).
Preposition	Signals the relationship of nouns to other nouns or verbs. (Dogs with bushy tails- (with) links dogs and tails, ran in the field- (in) link ran and field)	The cat sat on the mat. She walked through the door.
Pronoun	Replace and/or refers to nouns (subjective, objective, relative)	I, you, he, she, they we, it (subjective) She is reading a book. Me, you him, her us, them it (objective) Give the ball to him . Who, whom, whose, which that (relative) The girl who one the race is my friend.
Conjunctions	Joins words, phrase, or clauses (coordinating or subordinating)	I wanted pizza, but she chose salad. (coordinating) We stayed inside because it rained. (subordinating)
Interjections	Expresses emotion	Wow! That was amazing. Oh no, I forgot my book!

***Adapted from *Syntax: Knowledge to Practice* (p.12)

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Outcome B2.1: Grade 5 Appendix – Building Reading Comprehension

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Before students can effectively use metacognitive strategies (found on next appendix) like rereading, questioning, or clarifying, they need a strong foundation in content knowledge, vocabulary, and text structure. These elements provide the mental framework that makes meaning-making possible. Without them, students may not recognize when they're confused or know how to fix it.

Explicit instruction in background knowledge, Tier 2 vocabulary, and morphology should come first. Once students have the tools to understand what they're reading, metacognitive strategies can be introduced to help them monitor and strengthen their comprehension.

<p>Building Background Knowledge: Students need sufficient content and conceptual knowledge to make sense of what they read. Instruction should connect new information to existing schemas and build background when it's lacking, especially critical for equity and multilingual learners. Why it matters: Background knowledge provides a mental framework or "mental model" to support meaning-making.</p>	<p>Vocabulary and Morphology Instruction: Explicit instruction in Tier 2 vocabulary and morphological awareness (prefixes, suffixes, roots) strengthens comprehension by expanding word knowledge and supporting students' ability to infer meanings of unfamiliar words. Why it matters: Vocabulary and background knowledge together form a "one-two punch" for comprehension</p>
<p>Summarizing: Summarization teaches students to extract and organize key information, distinguish between main ideas and details, and internalize what they've read. It supports both comprehension and memory retention, especially in content-area texts.</p>	<p>Understanding Text Structure: Teaching students to recognize common organizational patterns (e.g., cause/effect, compare/contrast, problem/solution) and signal words helps them anticipate and organize information while reading. Why it matters: Text structure awareness improves comprehension and memory of content-area texts.</p>
<p>Making Inferences: Readers must often fill in gaps by using implicit information in the text and connecting it to what they know. This includes causal inferences, emotional understanding, and predictions.</p>	<p>Synthesizing: Synthesizing goes beyond summarizing by combining ideas from multiple parts of a text—or multiple texts—to form new understanding. It requires students to track changes in thinking, identify patterns or contradictions, and construct a deeper meaning. Why it matters: Synthesis helps students build knowledge and develop critical thinking. It's especially important for integrating content across the curriculum.</p>

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. Routledge.

[file:///C:/Users/cawil/Downloads/Understanding%20and%20Teaching%20Reading%20Comprehension 25_02_13_09_46_06.pdf](file:///C:/Users/cawil/Downloads/Understanding%20and%20Teaching%20Reading%20Comprehension%2025_02_13_09_46_06.pdf)

Hennessy, Nancy Lewis. *The Reading Comprehension Blueprint: Helping Students Make Meaning from Text*. Brookes Publishing, 2021.

Outcome B2.1: Grade 5 Appendix – Reading Comprehension Strategies

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Comprehension Monitoring (Metacognition)

Comprehension monitoring is the ability to notice when understanding breaks down during reading and to take steps to restore meaning. This metacognitive skill empowers students to become self-aware, strategic readers.

Why it matters: Good readers are active readers. They don't just push through confusion—they notice it, pause, and do something about it. Teaching students how to monitor and fix comprehension breakdowns builds reading independence and deeper understanding.

Rereading:	Questioning:	Clarifying Vocabulary:
Going back and reading a section again, either to clarify meaning, catch missed information, or reinforce understanding.	Asking questions before, during, and after reading to clarify meaning, make predictions, or check for understanding.	Stopping to figure out the meaning of unknown or confusing words using strategies.
When to use: <ul style="list-style-type: none"> When the text suddenly stops making sense. After reading a confusing or complex sentence or paragraph. If a key detail was missed or forgotten. 	When to use: <ul style="list-style-type: none"> When encountering an unfamiliar idea or shift in topic. When confused about a character's actions or an author's point. To check comprehension or anticipate what comes next. 	When to use: <ul style="list-style-type: none"> When a word is unfamiliar or causes confusion. When a known word is used in an unexpected way. When understanding hinges on knowing what the word means.
Student prompt examples: <ul style="list-style-type: none"> "That didn't make sense—I'll go back and read it again." "Let me try reading that more slowly." "I think I missed something important in the last paragraph." 	Student prompt examples: <ul style="list-style-type: none"> "What does the author mean here?" "Why did the character do that?" "What might happen next?" "What is the main idea of this part?" 	Student prompt examples: <ul style="list-style-type: none"> "What does that word mean here?" "Can I figure it out from the sentence around it?" "Does the prefix or suffix give me a clue?" "Should I look it up or ask someone?"
Model rereading with think-alouds: <i>"Hmm... I didn't understand that. Let me try that again, starting from here."</i>	Use reciprocal teaching or stop-and-think questioning during shared reading. Explicitly model asking both literal and inferential questions.	Teach context strategies (definition, synonym, antonym, example, restatement) and model them using real reading passages. Reinforce connections to morphology (prefix-root-suffix).

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. Routledge.

file:///C:/Users/cawil/Downloads/Understanding%20and%20Teaching%20Reading%20Comprehension_25_02_13_09_46_06.pdf

Hennessy, Nancy Lewis. *The Reading Comprehension Blueprint: Helping Students Make Meaning from Text*. Brookes Publishing, 2021.

Outcome B2.1: Grade 5 Appendix – Reading Strategies Continued

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Effective reading comprehension instruction is not about checking for recall, it's about helping students make meaning, build knowledge, and transform that knowledge through thinking and writing. Research in literacy and cognitive strategy instruction shows that students comprehend more deeply when strategies are taught explicitly and purposefully within the context of rich, content-driven texts.

Reading and writing are reciprocal processes: students read to gather and organize ideas, then write to refine and express their understanding. Teaching comprehension strategies in isolation misses the opportunity to support deeper learning. True comprehension happens when students can analyze, synthesize, and communicate ideas, transforming information into understanding.

This resource is designed to guide teacher planning and instruction, not as a student handout. It supports a shift in teaching practice by providing clear guidance on how to model, scaffold, and integrate strategies within meaningful reading and writing experiences

From	To
Choosing a book only because it fits a specific strategy.	Selecting a text first based on content and purpose. (not a strategy)
Isolate strategies from meaningful content or without a clear reading purpose.	Model key strategies – repeatedly and in varied ways using a variety of text.
Re-read texts without addressing confusion or supporting vocabulary development.	Support knowledge building by integrating vocabulary and content learning
Teach one strategy a week in isolation from authentic reading.	Revisit and combine strategies flexibly over time and across subjects
Rely on fill in the blank or right/wrong questions that don't show thinking.	Use "think aloud" to demonstrate metacognitive reflection: <ul style="list-style-type: none"> • The strategy that helped me to understand this was... • When I was confused I did... Asking this question helped me to understand..
Only independent seat work or test-like task	Use cooperative dialogue with students to practice teaching and applying strategies together
Use worksheets that emphasize recall over analysis or reflection.	Encourage meaningful note-taking that reinforces and tracks thinking
Present organizers without guiding students on how to use them for understanding.	Use graphic organizers to help students visualize relationships and structures in the text.

Outcome B3.1 Grade 5 Appendix – Literacy and Rhetorical Devices

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Identify literary and rhetorical devices and describe how they help communicate meaning.

This appendix offers guidance for the intentional and developmental teaching of literary and rhetorical devices from Grades 3 to 6. While new devices are introduced at each grade level, instruction is not limited to the year of introduction. Students are expected to continue recognizing, using, and analyzing devices learned in previous years. This cumulative approach builds a deeper understanding and supports flexible application in both reading and writing.

As students advance, they revisit familiar devices within increasingly complex texts and begin to examine their effect on meaning, audience, and purpose. Teachers are encouraged to embed previously taught devices into ongoing instruction, modeling how authors combine techniques to enhance clarity, tone, and expression. This recursive approach ensures literary devices are not treated as isolated skills but as integral tools that support comprehension, critical analysis, and composition across all text forms.

Foundational Literary and Rhetorical Devices - Foundational to Advanced

Device	Text Type	Complexity
Alliteration	Narrative, Opinion	Foundational
Call to Action	Opinion	Foundational
Dialogue	Narrative	Foundational
Hyperbole	Narrative, Opinion	Foundational
Onomatopoeia	Narrative	Foundational
Protagonist	Narrative	Foundational
Repetition	Narrative, Opinion	Foundational
Simile	Narrative, Opinion	Foundational
Stanza	Narrative (Poetry)	Foundational
Atmosphere	Narrative	Intermediate
Characterization	Narrative	Intermediate
Conflict	Narrative	Intermediate
Flashback	Narrative	Intermediate
Foreshadowing	Narrative	Intermediate
Imagery	Narrative, Opinion	Intermediate
Metaphor	Narrative, Opinion	Intermediate
Personification	Narrative	Intermediate
Point of View	Narrative, Opinion, Information	Intermediate
Rhetorical Question	Opinion, Information	Intermediate

Symbol	Narrative	Advanced
Theme	Narrative	Advanced
Tone	Narrative, Opinion	Advanced

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Outcome C2.1: Grade 5 Appendix – Writing Text Form Examples

Learners will apply knowledge and understanding of text forms to write a variety of texts.

Draft texts using knowledge of audience, purpose, topic, and conventions.

Understanding Text Form and Genre

Text form refers to the structure, organization, or presentation of a text. It encompasses the overall shape of the writing and represents foundational categories of expression, these are broad, structural groupings.

Genre, on the other hand, refers to the specific type or category of content within a form, often defined by its purpose, audience, and features. For example, within the form of poetry, genres may include narrative poetry, lyric poetry, haiku, free verse, and more.

Why this distinction matters for instruction:

In Grades 3–6, it is beneficial to teach *form* before *genre*. This allows students to first recognize structural elements and understand how texts are constructed, which provides a strong foundation for analyzing and composing within more specific genres. Introducing text forms in earlier grades should not be seen as limiting; rather, forms should be revisited in later grades with increasing complexity to deepen understanding and strengthen application.

Students should also learn to write for a variety of purposes. Understanding the purpose of each genre helps them select the most appropriate genre for a given writing task. When teaching a genre, teachers should highlight its purpose and explain how its key features support that purpose. Connecting genres to real-world scenarios enhances relevance and helps students see the practical application of their writing choices (Graham & Perin, 2007, p. 20).

Reference:

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Alliance for Excellent Education. <https://files.eric.ed.gov/fulltext/ED533112.pdf>

Purpose	Explanation	Grade Range	Examples of genres
Describe	To describe something, such as a person, place, process, or experience, in vivid detail	P-3	<ul style="list-style-type: none"> • descriptions (e.g., people, places, or events) • character sketches • nature writing • brochures • pattern Books • free verse poetry
Narrate	To tell a story of an experience, event, or sequence of events while holding the reader's interest	1-3	<ul style="list-style-type: none"> • diary entries (real or fictional) • folktales, fairy tales, fables • short stories • poems
Inform	To examine previously learned information or provide new information	2-6	<ul style="list-style-type: none"> • summaries of new or previously learned information • instructions or directions • letters • newspaper articles • science reports
Persuade/analyze	To give an opinion to convince the reader that this point of view is valid or to persuade the reader to take a specific action (writing to express an opinion or make an argument has a similar purpose); to analyze	2-3 4-6	<ul style="list-style-type: none"> • persuasive essays • editorials • compare-and-contrast essays • reviews (e.g., of books and movies)

	ideas in text, for example, by considering their veracity or comparing them to one another	Writing strategies will become more sophisticated from 4 to 6	• literary analysis
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Outcome D1: Grade 5 Appendix – Content Area Outcomes for Grade 5

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

This appendix offers a quick-reference guide to the Grade 3 outcomes in Health, Science, and Social Studies to support meaningful integration of literacy instruction across the curriculum. By aligning reading, writing, speaking, and listening tasks with the topics already being explored in these subject areas, teachers can create authentic opportunities for students to deepen understanding, apply literacy skills in context, and build background knowledge.

The intent is not to add more content, but to leverage what is already being taught to enrich literacy instruction. When students read informational texts related to their science unit or write reflections on a health topic, they engage more deeply, see purpose in their learning, and develop both content knowledge and communication skills. Teachers are encouraged to use this appendix to spark ideas for integrating vocabulary, (see next appendix for support) text types, and writing forms into the content areas in ways that are purposeful, connected, and engaging.

Health Education :

Science:

Social Studies:

Outcome D1.1: Grade 5 Appendix – Vocabulary Social Studies

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Tier 3 vocabulary refers to low-frequency, subject-specific terms that are essential for understanding academic content in disciplines such as Science, Social Studies, and Health. These words often carry precise meanings within a given subject and are typically not encountered in everyday conversation. Because students are unlikely to acquire Tier 3 vocabulary through exposure alone, these terms must be taught explicitly and purposefully within the context of content area instruction.

Teaching Tier 3 vocabulary is critical for building background knowledge and supporting comprehension. When students understand the language of a subject, they are better equipped to engage with key concepts, analyze complex ideas, and communicate their learning effectively. Developing strong academic vocabulary also supports educational equity by ensuring all students have the tools needed to access and succeed with rigorous content. This work is reinforced by Tier 2 vocabulary instruction (see Appendix A), which builds the broader academic language needed across subjects.

Some vocabulary terms may overlap between Tier 2 and Tier 3 depending on context, for example, words like *cycle*, *energy*, or *balance* may appear in everyday academic discourse or take on specialized meanings in Science or Health. Teachers should use their professional judgment to determine when to emphasize each tier. Additionally, it is important to teach multiple-meaning words explicitly, as terms like *right* (as in correct, directional, or legal entitlement) can confuse students if context is not made clear. These nuances must be addressed directly through discussion, modeling, and application in real contexts to support deeper understanding and retention.

Grade	Outcome	Theme	Vocabulary
Primary	Learners will investigate the groups to which they belong.	Groups and belonging	Group, community, member, belong, Mi'kmaq, Acadians, African Nova Scotians, Gaels
	Learners will investigate how cooperation is an important part of being a group member.	Cooperation and Collaboration	Cooperate, share, collaborate, strategy, teamwork, support, positive relationship, consensus, problem-solving
	Learners will investigate how local people, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and various cultural groups, have varied traditions, rituals, and celebrations.	Traditions and Celebrations	Tradition, celebration, ritual, culture, holiday, respect, roots, local
1	Learners will investigate the diversity of cultural groups.	Diverse cultural groups	Diversity, culture, group, community, Acadian, Mi'kmaq, African Nova Scotian, Gael, unique, traditions, similarities, differences
	Learners will implement age-appropriate actions for responsible behaviour in caring for the environment.	Environment and Responsibility	Environment, nature, responsibility, climate, Netukulimk, protection, care, recycle, natural, clean, community, action, reuse, reduce, share
	Learners will investigate the locations of Mi'kmaq communities in Nova Scotia	Mi'kmaq Communities	Mi'kmaq, community, Nova Scotia, Mi'kma'ki, location, Indigenous, First Nations Communities: Membertou, Wahmatcook, Wek'koqma'q, Eskasoni, Potlotek, Paqtnek, Pictou Landing, Millbrook, Siekne'katik, Glooscap, Annapolis Valley, Bear River, Acadia
	Learners will analyse the difference between needs and wants.	Needs and Wants	Needs, wants, respect, choices, important
2	Learners will investigate change in a community	Change in Community	Change, community, decision, individual, group, react, respond, past, present, future, adapt
	Learners will investigate how individuals and diverse cultural groups, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, have contributed to change.	People Creating Change	Action, change, positive, community, province, contribution, leader, volunteer, role model, cultural group, Acadians, African Nova Scotians, Gaels, Mi'kmaq
	Investigate how decisions are made by consumers	Consumer Decisions	Consumer, producer, goods, services, money, need, want, cost, budget, buy, sell

	Learners will analyse ways for supporting sustainable development in local communities	Sustainable development	Sustainability, development, natural resources, protect, environment, share, future, community, issue, conservation
3	Learners will investigate the location of Nova Scotia in Atlantic Canada	Geography of Atlantic Canada	Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador, province, ocean, Atlantic, location, region, map, symbol, landmark, scale, water body, country, Canada, map, geography
	Learners will investigate various groups including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, through their expressions of culture	Cultural Expressions	Culture, expression, language, music, art, tradition, story, identity, Acadians, African Nova Scotians, Gaels, Mi'kmaq
	Learners will implement strategies that promote positive interactions in the community	Positive Interactions	Interaction, respect, stereotype. Community, action plan, diversity, inclusive, support, help, stereotype, supportive,
	Learners will investigate the rights and responsibilities of citizens in a democracy.	Citizenship	Citizen, democracy, government, responsibility, right, freedom, digital, community, participation, involvement, leader, active citizenship
4	Learners will investigate the concept of exploration	Exploration	Explore, explorer, curiosity, discovery, innovation, problem-solving
	Learners will investigate the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.	Stories of Explorers	Exploration, explorer, challenge, innovation, motivation, significance, geography, journey, perspective, change, resilience, Acadians, African Nova Scotians, Gaels, Mi'kmaq, obstacle, accomplishment, legacy, impact, story, history
	Learners will evaluate the impacts of exploration.	Impact of Exploration	Impact, consequence, positive, negative, environment, perspective, change, attitude, natural resource, Indigenous, understanding
	Learners will investigate the relationships between humans and the physical environment.	Human-Environment Interaction	Physical environment, interaction, challenge, resource, adaptation, impact, sustainability, land use, climate, land form, Indigenous, perspective, sustainability
	Learners will investigate the physical landscape of Canada.	Regions of Canada	Region, climate, vegetation, natural resource, landform, geography, Atlantic Canada, Central Canada, Prairie Provinces, West Coast/Pacific Region, Northern Canada/the North, geographical features, Canadian Shield, Interior Plains, Western Cordillera, Innuitain Mountains, Appalachian Mountains, Great Lakes-St. Lawrence Lowlands, Hudson Bay-Arctic Lowlands, characteristics
	Learners will investigate the political landscape of Canada.	Government and Governance	Federal, government, Ottawa, election, representation, law, legislation, decision, citizenship, Band governance, provinces, territories, First Nations, political
	Learners will investigate how we learn about the past, with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures	Historical Inquiry	History, evidence, primary source, oral history, archaeology, interpretation, storytelling, tradition, artifact, bias, past, Elder, historian
5	Learners will investigate how environment influenced the development of an ancient society.	Ancient Societies and Geography	Ancient, society, Nubia/Kush, geographic feature, river, development, natural resource, adaptation, settlement, habitable, location, lifestyle
	Learners will investigate the diverse societies of First Nations and Inuit, in what later became Canada.	First Nations and Inuit diversity	First Nations, Inuit, artifact, oral tradition, region, diversity, adaptation, clothing, tools, dwelling, community, primary source, secondary source, society
	Learners will investigate decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada.	Decision-Making in Indigenous societies	Social structure, First Nations, Inuit, decision-making, power, authority, consensus, Elder, role, rights, responsibility, oral tradition

	Learners will analyse interactions between British and French and first Nations and Inuit in what later became Atlantic Canada.	Indigenous and European Interactions	Settlement, Indigenous, French, British, Acadian, Europe, First Nations, Inuit, interaction, conflict, colony, colonial, impact, evidence, Mi'kmaq, Inuit, rivalry, evidence, consequence, Atlantic Canada, Mi'kma'ki
6	Learners will investigate the role of culture in communities, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional groups.	Culture and Community	Culture, community, Acadians, African Nova Scotians, Gaels, Mi'kmaq, generation, material and non-material, cultural expression, artifact, tradition, change, maintain, custom, language, believes, values
	Learners will analyse the impact of cross-cultural understanding, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures	Cross-Cultural Understanding	Cross-cultural, understanding, stereotype, diversity, respect, perspective, community, action, equality, inclusion, active citizenship
	Learners will compare sustainability practices between Canada and a selected country	Sustainability Practices	Sustainability, practice, resource, culture, perspective, comparison, Canada, environment, difference, use, global, country/nation
	Learners will analyse how traditions and beliefs related to culture in a region.	Traditions and Change	Tradition, belief, custom, change, preservation, language, literature, oral language, values, beliefs, impact
	Learners will investigate selected examples of child rights issues around the world, inclusive of Aboriginal human rights issues in Canada	Rights of the Child	Human rights, United Nation, declaration, Aboriginal, Indigenous, child, issue, evidence, impact, rights, responsibilities, treaty
	Learners will implement age-appropriate actions that demonstrate responsibility as global citizens	Global Citizenship	Global citizen, responsibility, right, perspective, issue, action, change, community, problem-solving, plan, exercise, local, national, international

Outcome D1.1: Grade 5 Appendix – Vocabulary Social Studies Continued

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Effective instruction in Tier 3 vocabulary integrates morphology—the study of word parts such as bases, prefixes, and suffixes. By helping students break down and analyze unfamiliar words into meaningful components (e.g., electrostatic = electro- [electricity] + static [not moving]), teachers equip learners with strategies to infer word meanings, decode complex texts, and strengthen spelling and writing skills. Morphological instruction not only improves vocabulary retention but also empowers students to become independent word learners across disciplines.

In the following appendix, sample Tier 3 vocabulary is provided by subject area for Grade 3, along with suggestions for using morphological awareness to support understanding and application. These examples provide practical starting points for integrated, literacy-rich instruction across the content areas.

Vocabulary Word	Prefix	Root	Suffix	Meaning

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