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|  | **Grade 5 ELA** | **Big Ideas (Understand)** | | | | | | | | | | | | |
| Comprehend and Connect | **Curricular Competencies (Do)**  Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: | Language and text can be a source of creativity and joy.  Exploring text and story helps us understand ourselves and make connections to others and to the world. Text can be understood from different perspectives.  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | | | | | | | | | | | | |
| **Content (Know)** | | | | | | | | | | | | |
| **Story/Text** | | | | | **Strategies and Processes** | | | | **Language features, structures, and conventions** | | | |
|  | | | | | | | | | | | | |
| forms, functions, and genres of text | text features | literary elements | literary devices | perspective/point of view | reading strategies | oral language strategies | metacognitive strategies | writing processes | features of oral language | paragraphing | sentence structure and grammar | conventions |
|  | *Inquiry QuestionTheme* | | | | | *Inquiry QuestionTheme* | | | | *Inquiry QuestionTheme* | | | |
| Access information and ideas from a variety of sources and from prior knowledge to build understanding |  | | | | |  | | | |  | | | |
| Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text |  | | | | |  | | | |  | | | |
| Synthesize ideas from a variety of sources to build understanding |  | | | | |  | | | |  | | | |
| Consider different purposes, audiences, and perspectives in exploring texts |  | | | | |  | | | |  | | | |
| Apply a variety of thinking skills to gain meaning from texts |  | | | | |  | | | |  | | | |
| Identify how differences in context, perspectives, and voice influence meaning in texts |  | | | | |  | | | |  | | | |
|  | Explain the role of language in personal, social, and cultural identity |  | | | | |  | | | |  | | | |
| Use personal experience and knowledge to connect to text and develop understanding of self, community, and world |  | | | | |  | | | |  | | | |
| Respond to text in personal and creative ways |  | | | | |  | | | |  | | | |
| Recognize how literary elements, techniques, and devices enhance meaning in texts |  | | | | |  | | | |  | | | |
| Show an increasing understanding of the role of organization in meaning |  | | | | |  | | | |  | | | |
| Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts |  | | | | |  | | | |  | | | |
| Identify how story in First Peoples cultures connects people to land |  | | | | |  | | | |  | | | |
| Create and Communicate | Exchange ideas and perspectives to build shared understanding |  | | | | |  | | | |  | | | |
| Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences |  | | | | |  | | | |  | | | |
| Use language in creative and playful ways to develop style |  | | | | |  | | | |  | | | |
| Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation |  | | | | |  | | | |  | | | |
| Develop and apply expanding word knowledge |  | | | | |  | | | |  | | | |
| Use oral storytelling processes |  | | | | |  | | | |  | | | |
| Transform ideas and information to create original texts |  | | | | |  | | | |  | | | |