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## Grade 5: Oral Communication, Reading, and Writing

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### Overall Expectations

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By the end of Grade 5, students will:

- communicate in various contexts using sentences;
- demonstrate an understanding of spoken language in various contexts, using both verbal and non-verbal cues;
- demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- read sentences in the writing system used in the program;
- write sentences in the writing system used in the program;
- demonstrate an appreciation and understanding of aspects of the Native culture under study.<sup>8</sup>

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### Specific Expectations

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#### Oral Communication

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By the end of Grade 5, students will:

- communicate in various contexts using basic vocabulary and sentences;
- demonstrate an understanding of various types of sentences;
- use various types of sentences;
- participate in structured oral language activities appropriate for the grade (e.g., form sentences using new vocabulary);
- respond to a variety of oral messages using sentences.

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#### Reading

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By the end of Grade 5, students will:

- read sentences in the writing system used in the program;
- demonstrate an understanding of what they read (e.g., by explaining the meaning of sentences or paraphrasing sentences);
- participate in structured reading activities appropriate for the grade (e.g., identify phrases that have the same word parts);
- use visual cues (e.g., pictures, illustrations) and other reading strategies (e.g., consider context) to determine the meaning of sentences;
- recognize sentence patterns and language structures that have been introduced orally;
- read sentences aloud using proper intonation to convey meaning.

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8. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

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## Writing

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By the end of Grade 5, students will:

- write sentences in the writing system used in the program;
- write simple messages using sentences (e.g., *I went home early*);
- participate in structured writing activities appropriate for the grade (e.g., write sentences using specified verb tenses);
- spell words and phrases correctly in sentences, using available resources to confirm spelling.

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## Grammar, Language Conventions, and Vocabulary

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Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

### Language elements

#### *nouns and pronouns*

- possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., *our skates, your ball*)
- adjectival constructions (e.g., *a small boy, a big girl*)
- various locative constructions (e.g., *at the arena, on the field*)
- sentences with various verb tenses (e.g., *She/he scored, so we will probably win*)
- sentences with various locative constructions (e.g., *They are skating down by the pond*)
- negative sentences with singular pronouns (e.g., *No, she is not the one eating; No, it is not the one*)

#### *verbs*

- verbs used to express adverbial concepts (e.g., *he runs fast, she talks loudly*)
- inflection of the independent verb for a pronoun subject (e.g., *I dance, we dance*)

#### *syntax*

- verb and noun or pronoun agreement in sentences (e.g., *Joe got hurt; He got hurt*)
- sentences with plural pronoun subject and a third-person plural object (e.g., *We saw them at the ball game*)

### Vocabulary

- words used in adding and multiplying
- words associated with such sports as soccer, skating, lacrosse, and volleyball
- words used in measuring distance, volume, and weight

### Spelling

- correct spelling of words and phrases in sentences
- use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, syllabics chart, Native-language dictionaries)