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| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Unit 1: Reading** **Term 1 (August 29th-November 8th /2018)** | -Language and text can be a source of creativity and joy.-Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.-Texts can be understood from different perspectives.-Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.  | **Students are expected to be able to:****Comprehend and connect:**-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 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-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 People’s cultures connects people to land  | **Students are expected to know the following:** **Story/Text**-forms, functions, and genres of text-text features-literary elements-literary devices -perspective/point of view**Strategies and processes** -reading strategies -oral language strategies -metacognitive strategies-writing processes**Language features, structures, and conventions**-features of oral language ParagraphingSentence structure and grammarconventions | **CAFE reading strategies whole-class instruction** Review of the grade 4 strategies for the first 4 weeks.CAFÉ reading strategies Appendix 2See CAFÉ wall appendix printout p153-190Strategies to be reviewed: -Check for understanding -Back up and reread text -Monitor and fix up-Retell the story-Summarize text; include sequence of main events-Cross check-Use picturesReread texts and practice sight words-Use punctuation-Voracious reading-Ask someone to define the word for you**Strategy Lesson Plan:** - Students are introduced to the strategy through a read aloud. -The teacher models the strategy while reading the book.-students are then provided guided practice.-Finally, students are given time for independent practice using their levelled PM books. **-Introducing the strategies:** -Use prior knowledge to connect with text-Use beginning and ending sounds-Voracious reading -Tune in to interesting words and use new vocabulary in speaking and writing **-CAFE reading conferences**While the teacher is conferring with a student, the rest of the class practice independently the strategy using their PM levelled book. Meanwhile the students are required to write down on their reading strategy scribblers their goal, the strategy used to meet that goal, the title of the book used to practice the strategy. Every time that strategy is used the students need to record that in their scribblers with the page number. **-Reading Powers:**Powers to be reviewed: Fiction: retell, recount, determine importance, summariseNonfiction: the power to zoom in New Reading Powers:Fiction:-connect, visualize, question, inferNon-fiction: The Power to Question/Infer**-Guided Reading****-Read Alouds****-Read to self****-Read to someone****-Listen to reading** **Reading Power Instruction** -connect -visualize -question- infer  | -Gail Boushey & Joan Moser, *The Cafe Book* -Adrienne Gear, *Reading Power*-Adrienne Gear, *Nonfiction Reading Power*-PM Levelled Books - Novels (classroom library)-Guided Reading Kits-Picture books from the Trait Crate: Grade 5-School library <http://scholasticlearningzone.com><http://readworks.org> | **-Summative Assessment:****\*Reading Classroom Assessment 1:** PM Reading Test**(October 21st -24th/2018)****Running Records due to BC Head on October 24** **\*-LitPro Test 1**: **(October 22nd 2018)****-Formative Assessment: \***informal Running Records in the middle of every term.\*Marking written answers to one or more ReadWorks text at the students’ Lexile level.  | -Goal -Strategy-Comprehension-Accuracy-Fluency-Expand Vocabulary- Connect  text-to-self text-to-world text-to-text -Visualize -Question-Infer-Predict-Stretch  |
| **Unit 1: Writing****Term 1 (August 29th-November 8th /2018)****Procedural Writing**  | -Language and text can be a source of creativity and joy. -Exploring stories and other texts helps us understand ourselves and make connections to others and the worldTexts 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. | **Students are expected to be able to:****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 audience-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 | **Students are expected to know the following:** -Forms, functions, and genres of text-Text features-Writing Processes- revising, editing, considering audience-Sentence structure and grammar- varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences, and sentence fragments-Conventions- Common practices in all standard punctuation use, in capitalization, and in Canadian spelling-Presentation Techniques- Any presentation should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization. | **-Caught’ya Story** ‘The Meanest Teacher in the World’**-6+1 Traits of Writing:**-Ideas (p. 66 - 99)-Organization (p. 100 - 133)**Writer’s Workshop****-Time to Teach:** Explicit instruction of planning, drafting, revising, editing, and publishing procedural writing -teaches models her own writing while thinking aloud-teacher reads different procedural texts**-Time to practice:**Students are given a prompt and are then allowed time to practise writing procedural texts following all steps in the writing process.Support the students through individual writing conferences, observations and small group instruction.-**Time to Reflect and Share:** Every Thursday, students read aloud the pieces of writing they composed, and they get descriptive feedback from both peers and teacher on what was good and what needs to be fixed. -“How To” or “Procedural Writing” Checklist\*Titles-Tells the topic\*Materials (heading)\*Listed Materials \*Steps are numbered\*Transition words\*Specific words that tell what to do (bossy verbs)\*Organization-steps in the right order \*Specific quantities -Editing checklist (see Writing Workshop at a Glance)**-Grammar Rules:**- Kinds of sentences -Subjects and predicates - Conjunctions- Compound sentences -Common and proper nouns- Singular and plural nouns-Possessive Nouns and Pronouns  | -Ruth Culham, *The Trait Crate* (Grade 5)-Teacher Created Resources, *Writing Paragraphs (Grade 4/5)**-Words Their Way* *-Grade 5 Grammar and Punctuation Book**- Caught’ya Story ‘The Meanest Teacher in the World)**-Various online sources* *-How to videos* *-Graphic organizers**-Dictionaries**-Thesauruses*  | **Formative Assessment:** **Writing 1**: How to make a milkshake **(September 20th, 2018)** **Writing 2**: How to make a Pizza dough **(October 4th, 2018)****Writing 3**: How to get ready for school**(October 11th/2018)****Writing 4**: How to get to the Principal’s office **(October 18th/2018)** **Summative Assessment:** School Wide Write 1**(November 4th-8th, 2018)** | -Trait-Ideas-Voice -Conventions -Organization-Word choice -Sentence Fluency -Presentation-Procedure-Materials- Ingredients-Steps-Bossy verbs (Fold, add, cut, blend, mix, stir, bake...etc)-Transition words (First, second, next, then, finally...etc) -Words from the Caught'ya story (bizarre, chartreuse, plain, limply, hunched, spindly, beheld, homely ...etc)  |
| **Unit 1: Listening and Speaking**  | -Language and text can be a source of creativity and joy.-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. | **Students are expected to be able to:****Comprehend and connect**- 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 listening to guide inquiry and deepen understanding of text - Synthesize ideas from a variety of sources to build understanding **Create and communicate:** -Exchange ideas and perspectives to build shared understanding -Use language in creative and playful ways to develop style- Develop and apply expanding word knowledge -Use oral storytelling processes-Transform ideas and information to create original oral texts | **Students are expected to know the following:****Strategies and processes:** -Oral language strategies -Metacognitive strategies **Language features, structures and conventions** -Features of oral language -Sentence structure and grammar -conventions  | Oral language strategies: focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns -Features of Oral Language- including tone, volume, inflection, pace, gestures. -Sentence structure and grammar- varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences, and sentence fragments | -Evan-Moor, *Building Fluency* *-*[*http://www.5minuteenglish.com*](http://www.5minuteenglish.com)*-*[*https://www.listenaminute.com*](https://www.listenaminute.com) | **Listening and Speaking 1:****Oral presentation****-**Talking about the Summer Holidays **Listening and Speaking 2:****Readers’ Theatre****-**The Grasshopper and the Ant**Listening and Speaking 3:**Listen to an excerpt and answer comprehension questions before, while and after listening**Listening and Speaking 4:** Classroom participation  | -Listener-Speaker-volume-tone-expression-audience -pace |
| **Unit 2: Reading** **Term 2 (November 12th-  February 18th /2019)** | -Language and text can be a source of creativity and joy.-Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.-Texts can be understood from different perspectives.-Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.  | **Students are expected to be able to:** **Comprehend and connect**-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 to guide inquiry and deepen understanding of text.-Use personal experience and knowledge to connect to text and develop understanding of self, community, and world-Identify how story in First People’s cultures connects people to land | **Students are expected to know the following:** **Story/Text**-forms, functions, and genres of text-text features-literary elements-literary devices -perspective/point of view**Strategies and processes** -reading strategies -oral language strategies -metacognitive strategies-writing processes**Language features, structures, and conventions**-features of oral language ParagraphingSentence structure and grammarconventionsStrategies and processes | **-CAFE Reading Strategies**-Reading strategies -Metacognitive strategies(Goal: Comprehension) \* Ask questions \* Make a picture or mental image (Goal: Accuracy)-Blend sounds; stretch and reread (Goal: Fluency)-voracious reading (Goal: Expand vocabulary)-Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) **-Guided Reading****-Read Alouds****-Novel Studies**  | A -Gail Boushey & Joan Moser, *The Cafe Book* -Adrienne Gear, *Reading Power*-Adrienne Gear, *Nonfiction Reading Power**-Picture books from The Trait Crate Grade 5*-PM Levelled Books -Novel class sets <http://scholasticlearningzone.com><http://readworks.org> | **-Summative Assessment:****\*Reading Classroom Assessment 2:** PM Reading Test**(January 1st -30th/2019)****\*-LitPro Test 2**: **(February 11th 2018)****-Formative Assessment: \***informal Running Records in the middle of every term.\*Marking written answers to one or more ReadWorks text at the students’ Lexile level.  | -Goal -Strategy-Comprehension-Accuracy-Fluency-Expand Vocabulary- Visualise -Question |
| **Unit 2: Writing** **Descriptive Writing**  | -Language and text can be a source of creativity and joy. -Using language in creative and playful ways helps us understand how language works. | **Students are expected to be able to:**-Recognize how literary elements, techniques, and devices enhance meaning in texts-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 audience-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- Transform ideas and information to create original texts | **Students are expected to know the following:****Story/ text** - text features  - literary elements  - literary devices **Strategies and processes** -writing processes**Language features, structures, and conventions** -paragraphing -sentence structure and grammar -conventions  | **-Caught’ya Story** ‘The Meanest Teacher in the World’**-6+ 1 Traits:**-Word choice (p. 170-203)-Voice (p. 134 - 169)**- Descriptive Writing Teaching Points:**-Literary Devices- sensory detail (eg. Imagery) and figurative language (eg. metaphor, simile)-Writing Processes- revising, editing, considering audience-Paragraphing- developing paragraphs that are characterized by unity, development, and coherence -Sentence structure and grammar- varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences, and sentence fragments-Conventions- Common practices in all standard punctuation use, in capitalization, and in Canadian spelling-Presentation Techniques- Any presentation should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization.**-Grammar Rules:**- Verbs- Verb Tenses-Forming Verb Tenses-Irregular Verbs - Irregular Verbs-Adjectives-Comparative and Superlative Adjectives -Adverbs  | -Ruth Culham, *The Trait Crate* (Grade 5)-Ruth Culham, *6+1 Traits of Writing*-Teacher Created Resources, *Writing Paragraphs (Grade 4/5)**-Various online sources* | **Formative Assessment:** **Writing 1**: Describe a thing **Writing 2**: Describe a place**Writing 3**: Describe a person**Writing 4**: Describe an event**Summative Assessment:** School Wide Write 2 **(February 10th-14th, 2019)** | -Paragraph structure-Adjectives-Descriptive language-Sensory details-Imagery-Literary devices-Metaphor-Simile-Personification-Hyperbole-Onomatopoeia  |
| **Unit 2: Listening and Speaking**  | -Language and text can be a source of creativity and joy.-Using language in creative and playful ways helps us understand how language works. | **Students are expected to be able to:**-Exchange ideas and perspectives to build shared understanding -Use language in creative and playful ways to develop style-Use oral storytelling processes-Transform ideas and information to create original oral texts | **Students are expected to know the following:****Strategies and processes:** -Oral language strategies -Metacognitive strategies **Language features, structures and conventions** -Features of oral language -Sentence structure and grammar -conventions | Oral language strategies: focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns -Features of Oral Language- including tone, volume, inflection, pace, gestures. -Sentence structure and grammar- varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences, and sentence fragments | -Evan-Moor, *Building Fluency* *-*[*http://www.5minuteenglish.com*](http://www.5minuteenglish.com)*-*[*https://www.listenaminute.com*](https://www.listenaminute.com) | **Listening and Speaking 1:****Readers’ Theatre****-**Why Only Birds Fly South for the Winter**Listening and Speaking 2:**Cross-curricular assessment-Science Fair Presentations **Listening and Speaking 3:**Listen to an excerpt and answer comprehension questions before, while and after listening**Listening and Speaking 4:** Classroom participation  |  |
| **Unit 3: Reading** **Term 3 (February 19th- May 23rd/2018)** | -Language and text can be a source of creativity and joy.-Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.-Texts can be understood from different perspectives. | **Students are expected to be able to:**-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 to guide inquiry and deepen understanding of text.-Use personal experience and knowledge to connect to text and develop understanding of self, community, and world-Identify how story in First People’s cultures connects people to land | **Students are expected to know the following:****Story/Text**-forms, functions, and genres of text-text features-literary elements-literary devices -perspective/point of view**Strategies and processes** -reading strategies -oral language strategies -metacognitive strategies-writing processes**Language features, structures, and conventions**-features of oral language ParagraphingSentence structure and grammarconventionsStrategies and processes | **-CAFE Reading Strategies****- Reading Powers**-Reading strategies -Metacognitive strategies(Goal: Comprehension) \* Predict what will happen; use text to confirm \* Infer and support with evidence (Goal: Accuracy)-Flip the sound Chunk letters and sounds together (Goal: Fluency)-voracious reading (Goal: Expand vocabulary)-Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)**-Guided Reading****-Read Alouds****-Novel Studies**  | -Gail Boushey & Joan Moser, *The Cafe Book* -Adrienne Gear, *Reading Power*-Adrienne Gear, *Nonfiction Reading Power*-PM Levelled Books - Novel class sets<http://scholasticlearningzone.com><http://readworks.org> | **-Summative Assessment:****\*Reading Classroom Assessment 3:** PM Reading Test**(Running records to be submitted by May 29th, 2019)****\*-LitPro Test 3**: **(May 26th 2018)****-Formative Assessment: \***informal Running Records in the middle of every term.\*Marking written answers to one or more ReadWorks text at the students’ Lexile level.  | -Goal -Strategy-Comprehension-Accuracy-Fluency-Expand Vocabulary- Predict-Infer |
| **Unit 3: Writing** **Persuasive Writing**  | -Language and text can be a source of creativity and joy. -Using language in creative and playful ways helps us understand how language works. | **Students are expected to be able to:**-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 audience-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- Transform ideas and information to create original texts | **Students are expected to know the following:**- text features  - literary elements  - literary devices **Strategies and processes** -writing processes**Language features, structures, and conventions** -paragraphing -sentence structure and grammar -conventions  | **-Caught’ya Story** ‘The Meanest Teacher in the World’**-6+1 Traits of Writing:** -Sentence Fluency (p. 204-239)-Conventions (p. 240 - 273)-Presentation (p. 274-296)**-Persuasive Writing****Teaching points:**-How to support your arguments-Taking sides-Giving reasons-Providing facts (research)-Putting your VOICE in-Powerful persuasive words and phrases-Forms, functions, and genres of text-Text features-Techniques of Persuasion- the use of emotional and logical appeals to persuade-Writing Processes- revising, editing, considering audience-Paragraphing- developing paragraphs that are characterized by unity, development, and coherence -Sentence structure and grammar- varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences, and sentence fragments-Conventions- Common practices in all standard punctuation use, in capitalization, and in Canadian spelling-Presentation Techniques- Any presentation should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization.**-Grammar Rules:**- Adverbs-Prepositions - Comma Usage- Commas & Colons - Quotation Marks -Titles - Word Usage  | -Ruth Culham, *The Trait Crate* (Grade 5)-Teacher Created Resources, *Writing Paragraphs (Grade 4/5)**-Various online sources* | **Formative Assessment:** **Writing 1**: Writing a persuasive letter to a friend **Writing 2**: Writing a persuasive letter to the Principal to convince him to change school hours**Writing 3**: Writing a persuasive letter to the Emir **Writing 4**: Writing a persuasive speech-Rubric:1-2: Not yet3-4: Some Evidence/ Beginning 5-6: Got it/Strong \*Takes a side\*States Purpose Clearly\*Voice is Evident\*Reasons Explained \*Persuasive Words/Phrases\*Transition Words**Summative Assessment:** School Wide Write 3 **(May 26th- 29th, 2019)** | -persuade-speech -point of view-arguments-reasons -debate-controversy-convince -defend -show  |
| **Unit 3: Listening and Speaking**  | -Language and text can be a source of creativity and joy.-Using language in creative and playful ways helps us understand how language works. | **Students are expected to be able to:**-Exchange ideas and perspectives to build shared understanding -Use language in creative and playful ways to develop style-Use oral storytelling processes-Transform ideas and information to create original oral texts | **Students are expected to know the following:****Strategies and processes:** -Oral language strategies -Metacognitive strategies **Language features, structures and conventions** -Features of oral language -Sentence structure and grammar -conventions | Oral language strategies: focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns -Features of Oral Language- including tone, volume, inflection, pace, gestures. -Sentence structure and grammar- varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences, and sentence fragments | -Evan-Moor, *Building Fluency* *-*[*http://www.5minuteenglish.com*](http://www.5minuteenglish.com)*-*[*https://www.listenaminute.com*](https://www.listenaminute.com) | **Listening and Speaking 1:**Readers’ Theatre**-**The Three Spinners**Listening and Speaking 2:**Persuasive speech presentation **Listening and Speaking 3:**Book talk**Listening and Speaking 4:**Classroom participation |  |