

## Grade 5 English Language Arts and Literature Learning Outcomes for Reporting – Tracking Document

PS Code	English Language Arts and Literature Learning Outcomes with High Priority Skills and Procedures (HPSPs)	S1	S2
5LO.ELA.01	<p><b>Students examine how text genres, forms, and structures support and enhance communication.</b></p> <p><i>5LO.1 Text Forms and Structures</i></p> <ul style="list-style-type: none"> <li>• <b>Examine</b> the purpose of a variety of digital or non-digital texts.</li> <li>• <b>Examine</b> elements within a variety of fictional texts, including theme.</li> <li>• <b>Examine</b> organizational structures of non-fiction texts.</li> <li>• <b>Investigate</b> poetic structures that contribute to creative expression of ideas, including stanzas.</li> <li>• <b>Examine</b> main characters and events in a variety of dramatic works.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.ELA.02	<p><b>Students investigate how oral language can be designed to communicate ideas and information.</b></p> <p><i>5LO.2 Oral Language</i></p> <ul style="list-style-type: none"> <li>• <b>Integrate</b> verbal, non-verbal, and paraverbal language to enhance communication.</li> <li>• <b>Present</b> ideas and information in a logical manner to inform, persuade, or entertain.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.ELA.03	<p><b>Students analyze how knowledge of vocabulary supports meaning and use of language.</b></p> <p><i>5LO.3 Vocabulary</i></p> <ul style="list-style-type: none"> <li>• <b>Investigate</b> the meaning of bases and affixes in words.</li> <li>• <b>Integrate</b> figurative language into personal writing and oral communications.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.ELA.04	<p><b>Students analyze information, contexts, and perspectives using a variety of comprehension strategies.</b></p> <p><i>5LO.4 Comprehension</i></p> <ul style="list-style-type: none"> <li>• <b>Use</b> a variety of comprehension strategies before, during, and after reading texts.</li> <li>• <b>Respond</b> to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.</li> <li>• <b>Make inferences</b> based on content that is implicit in texts.</li> <li>• <b>Use</b> evidence from texts or additional sources to support responses and interpretations.</li> <li>• <b>Analyze</b> the actions or feelings of characters in stories, considering the context.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	English Language Arts and Literature Learning Outcomes with High Priority Skills and Procedures (HPSPs)	S1	S2
5LO.ELA.05	<p><b>Students enhance the accuracy and artistry of expression through creative and critical thinking processes.</b></p> <p><i>5LO.5 Writing</i></p> <ul style="list-style-type: none"> <li>• <b>Create</b> written texts for a variety of audiences and purposes.</li> <li>• <b>Communicate</b> a clear position supported by relevant evidence.</li> <li>• <b>Revise</b> drafts to improve the fluency, coherence, sequence, and logical support of ideas.</li> <li>• <b>Edit</b> writing for spelling, punctuation, and grammar.</li> <li>• <b>Create</b> text that uses plot, characterization, dialogue, and figurative language to entertain an audience.</li> <li>• <b>Create</b> expressive descriptions by selecting vocabulary to convey mood or sensory images.</li> <li>• <b>Develop</b> a main idea or topic supported by facts, details, examples, and explanations.</li> <li>• <b>Evaluate</b> the validity and reliability of information and sources.</li> <li>• <b>Access and use</b> information ethically.</li> </ul>	☐	☐
5LO.ELA.06	<p><b>Students apply and experiment with conventions to enhance precision and artistry of communication.</b></p> <p><i>5LO.6 Conventions</i></p> <ul style="list-style-type: none"> <li>• <b>Apply</b> punctuation to support effective written communication.</li> <li>• <b>Apply</b> appropriate tense throughout communications.</li> </ul>	☐	☐



## Grade 5 Mathematics

### Learning Outcomes for Reporting – Tracking Document

PS Code	Mathematics Learning Outcomes with HPSPs	S1	S2
5LO.MAT.01	<p><b>Students analyze patterns in place value.</b></p> <p><i>5LO.1 Number</i></p> <ul style="list-style-type: none"> <li>• <b>Relate</b> the names of place values that are the same number of places to the left and right of the ones place.</li> <li>• <b>Express</b> numbers within 10 000 000, including decimal numbers to thousandths, using words and numerals.</li> <li>• <b>Compare</b> and <b>order</b> numbers, including decimal numbers.</li> <li>• <b>Round</b> numbers, including decimal numbers, to various places according to context.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.02	<p><b>Students add and subtract within 1 000 000, including decimal numbers to thousandths, using standard algorithms.</b></p> <p><i>5LO.2 Number</i></p> <ul style="list-style-type: none"> <li>• <b>Add</b> and <b>subtract</b> numbers, including decimal numbers, using standard algorithms.</li> <li>• <b>Assess</b> the reasonableness of a sum or difference using estimation.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.03	<p><b>Students determine divisibility of natural numbers.</b></p> <p><i>5LO.3 Number</i></p> <ul style="list-style-type: none"> <li>• no high priority skills and procedures selected for this LO.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.04	<p><b>Students multiply and divide natural numbers within 100 000, including standard algorithms.</b></p> <p><i>5LO.4 Number</i></p> <ul style="list-style-type: none"> <li>• <b>Multiply</b> up to 3-digit by 2-digit natural numbers using standard algorithms.</li> <li>• <b>Divide</b> 3-digit by 1-digit natural numbers using standard algorithms.</li> <li>• <b>Solve</b> problems using multiplication and division of natural numbers.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.05	<p><b>Students interpret improper fractions.</b></p> <p><i>5LO.5 Number</i></p> <ul style="list-style-type: none"> <li>• <b>Relate</b> fractions, improper fractions, and mixed numbers to their positions on the number line.</li> <li>• <b>Model</b> fractions, including improper fractions and mixed numbers, using quantities, lengths, and areas.</li> <li>• <b>Express</b> an improper fraction as a mixed number and vice versa.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	Mathematics Learning Outcomes with HPSPs	S1	S2
5LO.MAT.06	<b>Students add and subtract fractions with common denominators.</b> <i>5LO.6 Number</i> <ul style="list-style-type: none"> <li>• <b>Express</b> the composition or decomposition of fractions with common denominators as a sum or difference.</li> <li>• <b>Solve</b> problems requiring addition and subtraction of fractions with common denominators, including improper fractions and mixed numbers.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.07	<b>Students employ ratios to represent relationships between quantities.</b> <i>5LO.7 Number</i> <ul style="list-style-type: none"> <li>• <b>Express</b>, symbolically, the same part-whole relationship as a ratio, fraction, decimal, and percentage.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.08	<b>Students interpret numerical and algebraic expressions.</b> <i>5LO.8 Algebra</i> <ul style="list-style-type: none"> <li>• <b>Evaluate</b> numerical expressions involving addition or subtraction in parentheses according to the order of operations.</li> <li>• <b>Express</b> the product of a number and a variable using a coefficient.</li> <li>• <b>Express</b> the quotient of a variable and a number as a fraction.</li> <li>• <b>Write</b> an algebraic expression involving one or two terms to describe an unknown value.</li> <li>• <b>Evaluate</b> an algebraic expression by substituting a given number for the variable.</li> <li>• <b>Write</b> equations involving one or two operations to represent a situation.</li> <li>• <b>Apply</b> inverse operations to solve an equation, limited to equations with one or two operations.</li> <li>• <b>Verify</b> the solution to an equation by evaluating expressions on each side of the equation.</li> <li>• <b>Solve</b> problems using equations, limited to equations with one or two operations.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.09	<b>Students investigate symmetry as a geometric property.</b> <i>5LO.9 Geometry</i> <ul style="list-style-type: none"> <li>• <b>Investigate</b> symmetry in familiar 2-D and 3-D shapes using hands-on materials or digital applications.</li> <li>• <b>Describe</b> the order of rotation symmetry of a 2-D shape.</li> <li>• <b>Classify</b> 2-D shapes according to the number of reflection or rotation symmetries.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	Mathematics Learning Outcomes with HPSPs	S1	S2
5LO.MAT.10	<b>Students relate location to a position on a grid.</b> <i>5LO.10 Coordinate Geometry</i> <ul style="list-style-type: none"> <li>• <b>Describe</b> the location of a point on a coordinate grid using coordinates.</li> <li>• <b>Describe</b> the location of a point on a coordinate grid in relation to the location of another point using positional language.</li> <li>• <b>Describe</b> the location of the vertices of a polygon on a coordinate grid using coordinates.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.11	<b>Students estimate and calculate area using standard units.</b> <i>5LO.11 Measurement</i> <ul style="list-style-type: none"> <li>• <b>Estimate</b> an area by comparing to a benchmark of a square centimetre or square metre.</li> <li>• <b>Compare</b> the perimeters of various rectangles with the same area.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.12	<b>Students relate terms to position within an arithmetic sequence.</b> <i>5LO.12 Patterns</i> <ul style="list-style-type: none"> <li>• <b>Represent</b> one-to-one correspondence between positions and terms of an arithmetic sequence in a table of values and on a coordinate grid.</li> <li>• <b>Describe</b> the graph of an arithmetic sequence as a straight line.</li> <li>• <b>Write</b> an algebraic expression, limited to one operation, that represents correspondence between positions and terms of an arithmetic sequence.</li> <li>• <b>Determine</b> the missing term in an arithmetic sequence that corresponds to a given position.</li> <li>• <b>Solve</b> problems involving an arithmetic sequence.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.13	<b>Students analyze frequency in categorical data.</b> <i>5LO.13 Statistics</i> <ul style="list-style-type: none"> <li>• <b>Justify</b> possible answers to a statistical question using mode.</li> <li>• <b>Create</b> various representations of data, including with technology, to interpret frequency.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.MAT.14	<b>Students demonstrate how planning can support financial goals.</b> <i>5LO.14 – Financial Literacy from PE + Wellness</i> <ul style="list-style-type: none"> <li>• <b>Develop</b> a simple budget for an activity or event.</li> <li>• <b>Create</b> a savings plan for short-term and long-term goals.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



## Grade 5 Physical Education and Wellness Learning Outcomes for Reporting – Tracking Document

\*Learning Outcomes for the reporting document are parent friendly versions of the Learning Outcomes found in the curricular documents.

PS Code	Physical Education and Wellness Parent Friendly Learning Outcomes with HPSPs	S1	S2
5LO.PEW.01	<b>Examine the effect of motivation on physical activity</b> <i>5LO.1 Active Living</i> <ul style="list-style-type: none"> <li>• <b>Describe</b> internal and external factors that influence motivation to be physically active.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.PEW.02	<b>Analyze and apply strategies and tactics that support improved decision making in physical activities</b> <i>5LO.2 Movement Skill Development</i> <ul style="list-style-type: none"> <li>• <b>Choreograph</b> creative strategies and tactics.</li> <li>• <b>Demonstrate</b> decision making through the application of strategies and tactics.</li> <li>• <b>Recognize</b> how changes in rules influence the tactics being used.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.PEW.03	<b>Adapt various movement patterns to enhance skill development</b> <i>5LO.3 Movement Skill Development</i> <ul style="list-style-type: none"> <li>• <b>Perform</b> movement patterns using various types of equipment, individually and with others.</li> <li>• <b>Adapt</b> movement patterns based on feedback.</li> <li>• <b>Identify</b> patterns and elements of movement that are visible in rhythmic and expressive activities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.PEW.04	<b>Demonstrate how collaboration influences physical activity</b> <i>5LO.4 Movement Skill Development</i> <ul style="list-style-type: none"> <li>• <b>Practise</b> collaboration during physical activity.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	Physical Education and Wellness Parent Friendly Learning Outcomes with HPSPs	S1	S2
5LO.PEW.05	<b>Relate life experiences to perseverance and well-being</b> <i>5LO.5 Character Development</i> <ul style="list-style-type: none"> <li>• <b>Identify</b> life experiences that have influenced thinking or behaviour.</li> <li>• <b>Connect</b> personal knowledge and skills to opportunities for volunteering in the community.</li> <li>• <b>Connect</b> perseverance to improvements in individual or community circumstances.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.PEW.06	<b>Analyze responsibility and consider the impact on well-being</b> <i>5LO.6 Safety</i> <ul style="list-style-type: none"> <li>• <b>Identify</b> laws, rules, practices, and protocols that support safety and well-being in a variety of contexts.</li> <li>• <b>Practise</b> digital citizenship by being considerate of others.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.PEW.07	<b>Evaluate aspects of nutrition and benefits to well-being</b> <i>5LO.7 Healthy Eating</i> <ul style="list-style-type: none"> <li>• <b>Describe</b> how nutrition can affect physical and mental health and well-being.</li> <li>• <b>Research</b> the effects of nutrition and hydration on body systems.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.PEW.08	<b>Connect perspectives of self and others through communication and listening skills</b> <i>5LO.8 Healthy Relationships</i> <ul style="list-style-type: none"> <li>• <b>Identify</b> ways to reach shared understandings when perspectives or opinions within a group are different.</li> <li>• <b>Demonstrate</b> respectful communication skills when working with others on tasks or challenges.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5LO.PEW.09	<b>Demonstrate how planning can support financial goals</b> <i>5LO.11 Financial Literacy</i> <ul style="list-style-type: none"> <li>• <b>Develop</b> a simple budget for an activity or event.</li> <li>• <b>Create</b> a savings plan for short-term and long-term goals.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

