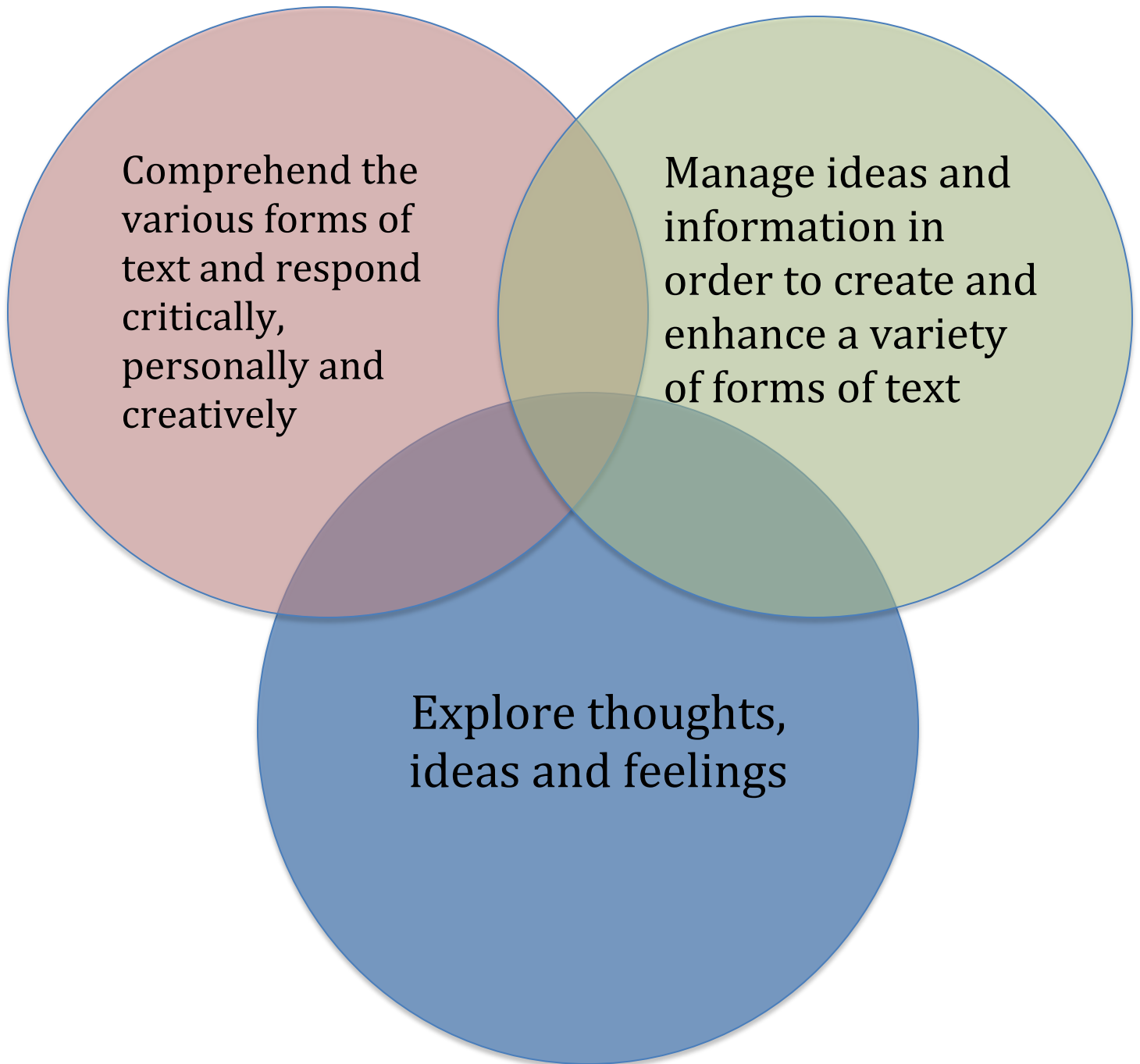


Grade 5



Students will communicate and / or collaborate to:

Comprehend the various forms of text and respond critically, personally, and creatively.
Manage ideas and information in order to create and enhance a variety of forms of text.
Explore thoughts, ideas, and feelings.
Items in orange were 'add ins' done as a result of discussion in the groups.

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1 - Gold	2 - Silver	3 - Bronze
1.1 Discover and Explore		
Express ideas and develop understanding		
	use appropriate prior knowledge and experiences to make sense of new ideas and information	
read, write, represent and talk to explore personal understandings of new ideas and information		
	use own experiences as a basis for exploring and expressing opinions and understanding	
Experiment with language and forms		
	select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics	
Express preferences		
		select and explain preferences for particular forms of oral, print and other media texts
Set goals		
		reflect on areas of personal accomplishment, and set personal goals to improve language learning and use
1.2 Clarify and Extend		
Consider the ideas of others		
	seek the viewpoints of others to build on personal responses and understanding	
Combine ideas		
	use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other	

	media texts	
Extend understanding		
	search for further ideas and information from others and from oral, print and other media texts to extend understanding	

General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

1	2	3
2.1 Use Strategies and Cues		
Use prior knowledge		
	describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information	
use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning		
Use comprehension strategies		
preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts		
comprehend new ideas and information by responding personally, taking notes and discussing ideas with others		
use the meanings of familiar words to predict the meanings of unfamiliar words in context		
monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources		
Use textual cues		
	use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information	
	identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information	
Use phonics and structural analysis		

identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multisyllable words in context		
integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context		
Use references		
		find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words
2.2 Respond to Texts		
Experience various texts		
	experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers	
	express points of view about oral, print and other media texts	
	make connections between fictional texts and historical events	
	describe and discuss new places, times, characters and events encountered in oral, print and other media texts	
	write or represent the meaning of texts in different forms	
Construct meaning from texts		
compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community		
describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts		
	describe and discuss the influence of setting on the characters and events	
	support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts	
retell or represent stories from the points of view of different characters		

Appreciate the artistry of texts		
		explain how simile and hyperbole are used to create mood and mental images
		alter sentences and word choices to enhance meaning and to create mood and special effects
2.3 Understand Forms, Elements and Techniques		
Understand forms and genres		
	identify and discuss similarities and differences among a variety of forms of oral, print and other media texts	
	identify the main characteristics of familiar media and media texts	
Understand techniques and elements		
identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved		
identify and discuss the main character's point of view and motivation		
	identify examples of apt word choice and imagery that create particular effects	
		identify sections or elements in print or other media texts, such as shots in films or sections in magazines
Experiment with language		
	experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning	
2.4 Create Original text		
Generate ideas		
use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts		
Elaborate on the expression of ideas		
	experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes	
Structure texts		
use structures encountered in texts to organize and present ideas in own oral, print and other media texts		
	use own experience as a starting	

	point and source of information for fictional oral, print and other media texts	
--	---	--

General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

1	2	3
3.1 Plan and Focus		
Focus attention		
summarize important ideas in oral, print and other media texts and express opinions about them		
		combine personal knowledge of topics with understanding of audience needs to focus topics for investigation
Determine information needs		
identify categories of information related to particular topics, and ask questions related to each category		
Plan to gather information		
develop and follow own plan for gathering and recording ideas and information		
3.2 Select and Process		
Use a variety of sources		
		locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedia's, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions
Access information		
		use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information
skim, scan and listen for key words and phrases		
Evaluate sources		
	determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria	
3.3 Organize , Record and Evaluate		
Organize information		
use clear organizational structures, such as chronological order, and cause and effect, to link ideas and		

information and to assist audience understanding		
organize ideas and information to emphasize key points for the audience		
add, delete or combine ideas to communicate more effectively		
Record information		
record information in own words;		
	cite titles and authors alphabetically, and provide publication dates of sources	
	combine ideas and information from several sources	
	record ideas and information in relevant categories, according to a research plan	
Evaluate information		
	connect gathered information to prior knowledge to reach new conclusions	
3.4 Share and Review		
Share ideas and information		
communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues		
	select visuals, print and/or other media to inform and engage the audience	
Review research process		
assess personal research skills, using pre-established criteria		

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.		
1	2	3
4.1 Enhance and Improve		
Appraise own and other's work		
	develop criteria for evaluating the effectiveness of oral, print and other media texts	
	use developed criteria to provide feedback to others and to revise own work	
Revise and edit		
revise to add and organize details		

that support and clarify intended meaning		
edit for appropriate use of statements, questions and exclamations		
Enhance legibility		
	Print or write legibly, using a style that is consistent in alignment, shape and slant	
apply word processing skills, and use publishing programs to organize information		
Expand knowledge of language		
	extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus	
distinguish different meanings for the same word, depending on the context in which it is used		
Enhance artistry		
		experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis
4.2 Attend to Conventions		
Attend to grammar usage		
use words and phrases to modify and clarify ideas in own writing		
use connecting words to link ideas in sentences and paragraphs		
identify irregular verbs, and use in own writing		
identify past, present and future verb tenses, and use in sentences		
Attend to spelling		
	use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing	
	study and use the correct spelling of commonly misspelled words in own writing	
	know and consistently apply spelling conventions when editing and proofreading own writing	
Attend to capitalization and punctuation		
use capital letters, appropriately, in titles, headings and subheadings in own writing		
use quotation marks and separate		

paragraphs to indicate passages of dialogue in own writing		
recognize various uses of apostrophes, and use them appropriately in own writing		
4.3 Present and Share		
Present information		
		organize ideas and information in presentations to maintain a clear focus and engage the audience
Enhance presentation		
	use effective openings and closings that attract and sustain reader or audience interest	
Use effective oral and visual communication		
	adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention	
Demonstrate attentive listening and viewing		
	identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter	
	show respect for the presenter's opinions by listening politely and providing thoughtful feedback	

General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.		
1	2	3
5.1 Respect Others and Strengthen Community Present and Share		
Appreciate diversity		
		discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts
	describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts	
Relate texts to culture		
		identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and

		communities
Celebrate accomplishments and events		
		select and use language appropriate in tone and form to recognize and honour people and events
Use language to show respect		
		determine and use language appropriate to the context of specific situation
5.2 Work Within a Group		
Cooperate with others		
	accept and take responsibility for fulfilling own role as a group member	
		discuss and decide whether to work individually or collaboratively to achieve specific goals
Work in groups		
formulate questions to guide research or investigations, with attention to specific audiences and purposes		
	contribute ideas to help solve problems, and listen and respond constructively	
Evaluate group process		
	show appreciation for the contributions of others, and offer constructive feedback to group members	