

Illustrative Examples
for
English Language Arts

Kindergarten to Grade 9

January 2000

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Illustrative Examples
for
English Language Arts

Grade 5

January 2000

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 5 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 5

General Outcome 1

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



1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Students record ideas about fog, based on personal experience, observations of the weather, and previous reading and viewing, and share their ideas with a partner. They read the poem <i>Fog</i>, discuss how their observations of cats help them visualize the movement of the fog, and relate the ideas in the poem to their initial ideas.• After viewing <i>Beauty and the Beast</i> or another videocassette in which animals and objects are given human characteristics, students write about how personification added to their enjoyment of the stories.• Students stand outside on a windy day and, through their senses, focus on experiencing the effects of the wind. They write about and illustrate some of their observations.• When participating in a class discussion, students talk about times they made new friends and the importance of having and keeping friends.• Prior to reading the poem <i>Telephone Talk</i>, students sit in a circle and use a talking stick to take turns talking about telephone conversations with their friends.
<p>Experiment with language and forms</p> <ul style="list-style-type: none">• select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics	<ul style="list-style-type: none">• For a group research project on the explorer Jacques Cartier:<ul style="list-style-type: none">– Student 1 writes a diary entry showing the personal hardships encountered by explorers.– Student 2 adds information on Cartier to the group timeline on explorers.– Student 3 adds Cartier’s route to the class map to show his route in relation to those of the other explorers.

GRADE 5

General Outcome 1

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



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples				
<p>Express preferences</p> <ul style="list-style-type: none">select and explain preferences for particular forms of oral, print and other media texts <p>Set goals</p> <ul style="list-style-type: none">reflect on areas of personal accomplishment, and set personal goals to improve language learning and use	<ul style="list-style-type: none">Students make T-charts to list and discuss the advantages of listening to a play compared to reading a script.After reading the poem <i>Plane Song</i>, a student says, “I like the poem because the words and rhymes paint pictures in my mind of all the different kinds of planes.” <p>Students use a learning log to summarize weekly learning in language arts, noting accomplishments and areas for improvement.</p> <table border="1"><thead><tr><th>Accomplishments</th><th>Areas for Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">I learned how to use colourful words to improve my writing.I learned what a simile is.</td><td><ul style="list-style-type: none">I want to use more colourful words in my writing.Now that I know what similes are, I am going to try to use them in my writing.</td></tr></tbody></table> <ul style="list-style-type: none">Students write weekly letters home to describe what they did during the week, what worked well for them and what they would like to work on next week.	Accomplishments	Areas for Improvement	<ul style="list-style-type: none">I learned how to use colourful words to improve my writing.I learned what a simile is.	<ul style="list-style-type: none">I want to use more colourful words in my writing.Now that I know what similes are, I am going to try to use them in my writing.
Accomplishments	Areas for Improvement				
<ul style="list-style-type: none">I learned how to use colourful words to improve my writing.I learned what a simile is.	<ul style="list-style-type: none">I want to use more colourful words in my writing.Now that I know what similes are, I am going to try to use them in my writing.				

GRADE 5

General Outcome 1

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



1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
<p>Consider others' ideas</p> <ul style="list-style-type: none">• seek others' viewpoints to build on personal responses and understanding <p>Combine ideas</p> <ul style="list-style-type: none">• 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 <p>Extend understanding</p> <ul style="list-style-type: none">• search for further ideas and information from others and from oral, print and other media texts to extend understanding	<ul style="list-style-type: none">• While reading <i>Fanny for Change</i>, groups of students discuss what wisdom means to them, using examples from their own experiences and the text.• On a web or concept map entitled What Is the Best Way to Learn in School?, students record ideas gathered from surveying other students, thinking back to other grades and teachers and jotting down ideas, reading novels and nonfiction, interviewing parents and grandparents, and going on a field trip to a historical schoolroom site.• After listening to a classmate talk about seeing a bear in a campground, two students want to learn more about what to do if they were to encounter a bear. They decide to email Parks Canada, ask a relative who camps frequently, visit a local camping store to ask for information and look in their school or community library.• After reading <i>From Waterways to Airways</i>, a student asks family members to share memories about transportation; e.g., the first car they drove, their first airplane journey, a train trip across Canada.

GRADE 5

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.



2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> 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 <p>Use comprehension strategies</p> <ul style="list-style-type: none"> 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 <p>(continued)</p>	<ul style="list-style-type: none"> As students begin to study the geography of Canada, they brainstorm and jot down categories of information previously learned about the geography of Alberta and discuss how these will be helpful to them; e.g., physical regions, climate, natural resources, occupations, modifying and changing the environment. A student writes a story about an individual who is new to a school. The student reads the story to the class and afterward tells how personal experiences of moving and living in a new neighbourhood helped to describe the feelings the story character has while walking into the new classroom for the first time. When searching for information on the climate of different regions of Canada, students use the table of contents, index, chapter headings and subheadings in a textbook such as <i>Canada, Its Land and People</i>. When finding information on transportation links between Canada and the United States, students locate and skim sections of texts relating to transportation to determine if the information may be useful; then they read relevant sections more closely. After viewing a videocassette about weather, some students are interested in finding out more about tornadoes. They read and take notes from books, magazines and old newspapers; view information about weather from a web site; and discuss their findings with the class; e.g., why tornadoes occur, what tornadoes are, and if there are more tornadoes in Alberta than there used to be. When reading the sentence, “The tornado devastated the town, ripping up trees and tearing down buildings.” the student infers, from the description in the sentence, that the meaning of devastated must be similar to destroyed.

GRADE 5

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.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples						
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources <p>Use textual cues</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students record individual responses to the situations described in <i>Decisions to Grow On</i>. They then share and discuss these responses in small groups. Students complete the last column of a KWL chart on electricity. They discuss what they have learned about electricity and how previous ideas have changed as a result of their study. <p style="text-align: center;">Topic: Electricity</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="703 947 948 1010">What I Know</th> <th data-bbox="948 947 1193 1010">What I Want to Learn</th> <th data-bbox="1193 947 1438 1010">What I Learned</th> </tr> </thead> <tbody> <tr> <td data-bbox="703 1010 948 1083"></td> <td data-bbox="948 1010 1193 1083"></td> <td data-bbox="1193 1010 1438 1083"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> When researching the lifestyles of the Iroquois in such textbooks as <i>Early Canada</i> or <i>Beginnings: From First Nations to the Great Migration</i>, students look for maps that show where the Iroquois lived; charts that provide detailed information on aspects of their daily lives; illustrations that show villages, homes and dress; and special features, such as stories, questions, issues and biographies, which are indicated by colours or special fonts. A student refers to the map in <i>Above the Treeline</i> when describing the animals that live in the alpine tundra. For a class display on tourism links with the United States, students use the headings, maps, illustrations and descriptions in travel brochures about different areas of the United States to identify places to see, things to do, main attractions, climate, transportation and specialty foods. A student looks under R.S.V.P. on a birthday party invitation to find the telephone number for a reply. A student uses headings to locate specific information on topics in an encyclopedia. Students use the numbers and letters in the margins of a map to locate particular streets. 	What I Know	What I Want to Learn	What I Learned			
What I Know	What I Want to Learn	What I Learned					

GRADE 5

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.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> identify and know the meaning of high frequency prefixes and suffixes by sight 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 <p>Use references</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students use their knowledge of the meaning of prefixes, such as re- (again), pre- (before), un- (not), bi- (two), and suffixes, such as -less (without), to read and understand the meaning of such words as replace, preheat, unpleasant, bicoloured, painless. When reading the sentence, “Squid was an unpalatable food for the children, and they left it untouched on their plates.” a student reads past the unfamiliar word <i>unpalatable</i>, then figures it out by breaking it into syllables and recognizing the prefix, suffix and word parts. The student rereads the sentence to realize from the context that <i>unpalatable</i> means something like <i>not pleasant</i>. Students identify different strategies to use when they come across a word they do not know; e.g.: <ul style="list-style-type: none"> I skip the word and read on to get a sense of what it may mean. Then I reread to figure it out. I look for word parts that I know in the unfamiliar word. I look for root words and prefixes and suffixes. I divide the word into syllables and sound them out. I look to see if the unfamiliar word is a compound word. A student uses the initial sound of a word to locate its spelling in a dictionary; e.g., the initial sound of the word <i>camouflage</i> is represented by either the letter “c” or the letter “k.” When writing a story, a student uses knowledge of the prefix <i>pre-</i> to locate the spelling of the word <i>prevention</i> in a dictionary. When reading about life in New France in <i>Beginnings: From First Nations to the Great Migration</i>, a student uses alphabetical order to locate the meaning of such words as <i>economy</i>, <i>elected</i>, <i>habitant</i> and <i>seigneur</i> in the glossary.

GRADE 5

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.



2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p>Experience various text</p> <ul style="list-style-type: none"> • 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 <p>(continued)</p>	<ul style="list-style-type: none"> • On a guided field trip to a museum or local historic site, students ask questions of the guide to assist in interpreting artifacts and displays. • A student who enjoys country music looks for or reads poems by a cowboy poet, such as Baxter Black. • After reading <i>Northern Lights: The Soccer Trails</i>, students look for Internet web sites to find more information on the setting of the story, the Inuit and the northern lights. • Two students write an editorial in a school or class newsletter about a guest speaker's presentation on smoking. They state that because they learned smoking is very addictive, they think it is best not to try smoking even once. • After reading <i>Children Who Work</i>, a student makes a collage of pictures and words found in magazines to express his feelings about child labour. • When listening to <i>The Hand of Robin Squires</i>, students give examples of how the fictional story provides information about the true mystery of buried treasure on Oak Island, Nova Scotia, and also adds personal interest and detail. • A group of students use the painting <i>Voyageurs at Dawn</i>, in the text <i>Early Canada</i>, as a visual introduction to a presentation on the life of the voyageurs. • Students use a graphic organizer, such as a Venn diagram, to compare the setting, characters and events of <i>Cinderella</i> with a similar version of the story from another culture; e.g., <i>The Rough-Face Girl</i>. • Students listen to an elder presenting a folk tale or myth and respond by creating a diorama of the scene. • During a discussion about weather phenomena, a student describes the setting and plot of a book or videocassette about being lost in a snowstorm.

GRADE 5

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.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Experience various text</p> <ul style="list-style-type: none"> write or represent the meaning of texts in different forms <p>Construct meaning from texts</p> <ul style="list-style-type: none"> 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 <p>(continued)</p>	<p>Illustrative Examples</p> <ul style="list-style-type: none"> After reading <i>The Ideas Peddler</i>, students create a cartoon strip or storyboard to retell the story. Students make a web, concept map or sketch to summarize the ideas in the videocassette <i>More Than Ducks</i>. In a group discussion, students share what they learned about wetlands, the animals, and the interactions of birds and insects that live there. Students present a readers' theatre of a poem, such as <i>Brave New Heights</i> or <i>Harriet Tubman</i>, that communicates the mood, mental images and rhythm of the poem. After reading <i>The Visitor</i>, students describe times when they did things to avoid hurting other people's feelings; e.g., staying home to visit with a distant cousin instead of going to a soccer game, sitting next to a new student instead of a friend. After reading <i>The Dust Bowl</i>, students write in their journals, comparing the problems faced by the family in the story with situations in their own lives or community. Students choose a favourite cartoon character and write a description, supported with examples, of what the character looks like, the character's actions, the character's personality and what the character says. After reading the poem <i>Smart Remark ... Hey World, Here I Am</i>, students create a graphic organizer, such as a map, web, graph or diagram, that depicts Kate's thoughts and what they reveal about her character. Students discuss the main character in <i>Stellaluna</i>. Student 1: Now I can see why the cover shows Stellaluna having problems hanging from a branch. She learns to be like a bird before she finds her bat family again. Student 2: I think to survive, she has to behave like a bird, so she can get fed and feel like part of the family. Students read <i>Sami and the Time of the Troubles</i> and discuss how the troubles in Beirut affected Sami's way of life and activities. While reading <i>Northern Lights: The Soccer Trails</i>, students describe how Kataujaq feels better about her mother's death, because her grandmother tells her a story about the northern lights and soccer.

GRADE 5

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.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> retell or represent stories from the points of view of different characters <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> After reading <i>The True Story of the 3 Little Pigs</i>, groups of students choose a favourite fairy tale and rewrite it from a different character’s point of view for a readers’ theatre presentation; e.g., <i>Cinderella</i> told by the stepmother. Students list examples of similes and hyperbole from their reading. After choosing one that appeals to them, they illustrate the image brought to mind; e.g.: <ul style="list-style-type: none"> The kitten was as light as a feather. He ran around like a clockwork mouse. She was so hungry she could eat a horse. After listening to the beginning of <i>The Hobbit or, There and Back Again</i>, students describe how the similes “like a porthole” and “like a tunnel” help them visualize what a hobbit hole might look like. When peer editing a story about a summer vacation, a student says she wrote “Her face was as red as a tomato.” to show how sunburned her sister was after a day at the lake. When reading, students make personal lists of words that can be used to replace overused words, such as <i>said</i> and <i>went</i> when they are writing; e.g., the word <i>said</i> can be replaced by the words <i>hollered</i>, <i>whispered</i>, <i>demanded</i>, <i>muttered</i>, <i>screamed</i>, <i>cried</i>, <i>moaned</i>. When revising stories, students rewrite sentences to provide emphasis, clearer images or detail; e.g.: <ul style="list-style-type: none"> “The little dog barked.” is rewritten as, “The yappy, little, black poodle barked at everyone.” “The wind blew hard.” is rewritten as, “The wind blew so hard that the trees bent and swayed.”

GRADE 5

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.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
<p>Understand forms and genres</p> <ul style="list-style-type: none">• 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 <p>Understand techniques and elements</p> <ul style="list-style-type: none">• 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 <p>(continued)</p>	<ul style="list-style-type: none">• Students compare calendars on the same theme; e.g., animals, and describe such things as choice of animals, realism, appeal and variety.• Students compare illustrations in a print text or videocassette with pictures created in their own minds while listening to an audiotape of a story about King Arthur and the Knights of the Round Table.• Students read or view several examples of fables and describe the characteristics of a fable; a fable is a brief tale that tells a message or teaches a lesson, usually includes animal characters with human traits, and has a simple plot. <ul style="list-style-type: none">• After reading <i>Mostly Michael</i>, students discuss how upset Michael was to receive a diary as a gift but also discuss how it helped him express his feelings and learn more about himself.• Before reading the ending of a novel, students compose their own resolution of the novel's main problem and then read on to compare the book's resolution with their own.• After reading <i>The Shrinking of Treehorn</i>, students use a story map to describe what happens to Treehorn as he gets smaller and to describe how other people react to him. <ul style="list-style-type: none">• Students discuss how and why Helen, in <i>The Trouble with Tuck</i>, tries so hard to help her dog, which is losing its eyesight.• After reading <i>Sweet Clara and the Freedom Quilt</i>, students discuss the reasons why Clara decided to make the quilt and how it helped the other slaves.

GRADE 5

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.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Understand techniques and elements</p> <ul style="list-style-type: none"> 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 <p>Experiment with language</p> <ul style="list-style-type: none"> experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning 	<ul style="list-style-type: none"> When listening to a student read a draft of a poem about a winter camp, other students make comments. Student 1: When you said the snow was crunchy under their boots, I could hear the sound it made. Student 2: Saying the smoke from the campfire “curled and flicked like a kitten’s tail” makes the smoke come alive. Using a picture book, such as <i>Effie</i>, students choose and identify examples of apt word choice and imagery; e.g., suspense is created in the following ways, when the elephant arrives: <ul style="list-style-type: none"> by the text—“Effie felt the ground shake; she saw a spreading shadow over the ground” by the illustration—a dark shadow by delay—the elephant is not introduced until the next double-page spread. Students talk about techniques used in television commercials; e.g., sound effects, music, volume, expression, humour, speed, costume, props, word choice. In the school or class newsletter, students turn to <i>Calendar</i> to find information on upcoming events; <i>Student Choices</i> to find recommended books, videocassettes or CDs; and <i>Sports</i> to find results for school teams. When writing poems about the weather, students use personification, similes and alliteration to create images and impressions; e.g.: <ul style="list-style-type: none"> The fog crept in on moccasin feet. The silver fog slithered across the silent bay. A student writes a journal entry about how comparing the ocean to a cat in the poem <i>Think of the Ocean</i>, made her think of the ocean in a different way.

GRADE 5

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.



2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none"> use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes <p>Structure texts</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students use the questions in <i>An Interview with Bing-Go the Clown</i> as ideas for developing questions to ask some entertainers who are performing at the school. After enjoying a group poetry presentation that included music, another group of students decides to add music to their own presentation. Students read the story <i>Finn McCool</i> to the point where the visitor comes to the door and Finn McCool is hiding in a baby basket; then, they write their own endings to the story. Afterward, students finish reading the story to compare their endings with the ending of the story. Using a computer software program, students create greeting cards, thank-you letters and invitations to guest speakers. Based on their own design and construction of a burglar alarm, students draft directions for building an alarm that uses a buzzer. They add clarity to their directions by asking a partner questions, such as: <ul style="list-style-type: none"> Is there too much information/not enough? Is the information clear, and are the steps in the right order? Have we listed all the materials? Using articles in the local newspaper as models, students report on incidents or events that have occurred in their classroom or school community. When writing a group report on Canada's link with the United States, students make a cover that relates to the content of the report; prepare an introduction and conclusion; and have chapters, with headings, subheadings and illustrations, on particular topics within the report. Students start a videocassette of a class field trip with music, a blank screen and then a title screen. Students create a story map or diagram to retell, orally, the story of <i>The Giving Tree</i>. Students look through the writing in their journals or portfolios that focuses on events in their own lives. They expand one of those entries into a short story, play or diorama.

GRADE 5

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Illustrative Examples										
<p>Focus attention</p> <ul style="list-style-type: none"> 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 <p>Determine information needs</p> <ul style="list-style-type: none"> identify categories of information related to particular topics, and ask questions related to each category 	<ul style="list-style-type: none"> A group of students creates a storyboard or story map of <i>Shin's Tricycle</i> and uses it to present opinions and feelings about the story. Students express their opinions about a current news issue, supporting their opinions with ideas and information from reading, viewing and discussion. Students set up a classroom aquarium and maintain an observation log suitable for visiting primary classes to read and understand. <table border="1" data-bbox="675 1167 1458 1381"> <thead> <tr> <th data-bbox="675 1167 829 1283">Where is the region located?</th> <th data-bbox="829 1167 984 1283">What are the physical features?</th> <th data-bbox="984 1167 1138 1283">What is the climate?</th> <th data-bbox="1138 1167 1292 1283">What are the natural resources/ industries?</th> <th data-bbox="1292 1167 1458 1283">Where is the population of the region located?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Students create a chart to find and organize information on the physical regions of Canada. A student chooses the categories of food, exercise and shelter to make a chart on caring for a dog. After beginning the research, the student realizes the need to find answers to the following questions before continuing. <ul style="list-style-type: none"> What size is the dog? How active is the dog? Does the dog live inside or outside? 	Where is the region located?	What are the physical features?	What is the climate?	What are the natural resources/ industries?	Where is the population of the region located?					
Where is the region located?	What are the physical features?	What is the climate?	What are the natural resources/ industries?	Where is the population of the region located?							

GRADE 5

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus (continued)

Specific Outcomes	Illustrative Examples
<p>Plan to gather information</p> <ul style="list-style-type: none">develop and follow own plan for gathering and recording ideas and information	<ul style="list-style-type: none">Students develop questions about their topic of study, using such strategies as a KWL chart, or a 5 Ws and H chart—Who, What, When, Why, Where and How. They list possible resources and locations to find answers to specific questions; e.g., encyclopedias, textbooks, magazines, videocassettes, experts, friends and family, the Internet. Topic of study: Weather—El Niño Questions:<ul style="list-style-type: none">What is El Niño?Where is it located?Why does it occur?When does it occur?Who first discovered El Niño?How does El Niño affect us?Sources of information:<ul style="list-style-type: none">magazinesencyclopediasvideocassettesweb sites.A student researching the habitats of bats decides to start with books about bats from the school library. The table of contents in one book indicates North American bats. The student wants to know if bats are found in other places in the world. Another book is consulted but the student does not find any further information about habitat. The student then decides to go to the Internet and search for sites on bats that include their habitat.

GRADE 5

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Illustrative Examples								
<p>Use a variety of sources</p> <ul style="list-style-type: none"> locate information to answer research questions using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions <p>Access information</p> <ul style="list-style-type: none"> 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 <p>Evaluate sources</p> <ul style="list-style-type: none"> determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria 	<ul style="list-style-type: none"> When researching Canada's links with the United States, students list possible sources to locate information and choose several of them. <table border="0" style="margin-left: 20px;"> <tr> <td>textbooks ✓</td> <td>interviews</td> </tr> <tr> <td>CDROM</td> <td>magazines</td> </tr> <tr> <td>Internet ✓</td> <td>videocassettes ✓</td> </tr> <tr> <td>guest speakers</td> <td></td> </tr> </table> When studying life cycles of wetland plants and animals; e.g., frogs, water lilies, students find relevant information by scanning chapter headings and indices in science reference books and by using encyclopedia guide words. While reading <i>Mogul and Me</i>, students locate New Brunswick and Maine in an atlas and use the heading New Brunswick to find information about the province in a CDROM encyclopedia. When listening to an oral presentation, students jot down ideas for follow-up questions. Students highlight key words and main ideas in their own notes for study and quick review. After gathering information about thunder and lightning from <i>How the Weather Works</i>, a student decides if the information in his jot notes answers his original questions: What causes lightning? When does lightning occur? How does lightning travel? What causes thunder? How do you determine where the storm is? 	textbooks ✓	interviews	CDROM	magazines	Internet ✓	videocassettes ✓	guest speakers	
textbooks ✓	interviews								
CDROM	magazines								
Internet ✓	videocassettes ✓								
guest speakers									

GRADE 5

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • When reporting on an experiment to find the fastest way to dissolve a candy in water, students record the materials used, their predictions, the effects of different strategies; e.g., crushing, stirring, varying the heat of water, and a summary of their findings. • Students organize information on a class timeline to show the exploration and settlement of early Canada. • Students use a visual organizer, such as a web, chart, diagram or illustration, to present information on owls; e.g.: <div style="text-align: center; margin: 10px 0;"> <pre> graph TD Owls[Owls] --- Habitat(Habitat) Owls --- Hunting(Hunting) Owls --- Food(Food) Owls --- Enemies(Enemies) Habitat --- H1[forests] Habitat --- H2[tall trees] Hunting --- H3[small animals] Hunting --- H4[mice] Hunting --- H5[birds] Food --- F1[chew whole animal] Food --- F2[spit up bones/fur in a pellet] Enemies --- E1[humans] Enemies --- E2[animals] </pre> </div> • During a peer or teacher conference on a draft copy of a report, students ask and answer questions, such as: <ul style="list-style-type: none"> – Do I have enough information to emphasize key ideas? – Are my ideas supported by details? – Are all my ideas relevant to the topic? – Are any of my ideas so similar that they could be combined? – Are my ideas arranged in an order that makes sense? – Is there unnecessary or unrelated information that can be deleted? – Do I need more maps or visuals?

GRADE 5

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples								
<p>Record information</p> <ul style="list-style-type: none"> 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 research plan 	<ul style="list-style-type: none"> When reading for information, students jot down key words, important points and interesting ideas in notes, lists, webs and charts. Students cite sources used in a project or report, using a format such as: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Title: _____</p> <p>_____</p> <p>Author: _____</p> <p>_____</p> <p>Publication Date: _____</p> <p>_____</p> </div> After reading the poem <i>The Web of Life</i> and the article <i>Earth Cycles</i>, viewing the video <i>More Than Ducks</i>, and visiting a wetland site, students choose to write about or illustrate one aspect of the relationship among birds, animals and the environment, and the importance of wetlands. Students make rough notes on tornadoes from a film and then add information from other sources, such as the Internet, books or visuals. When researching producers, consumers and decomposers in a wetland ecosystem, students identify which living things belong to each category and record the information in a chart or web. Students listen to the story <i>Zebo and the Dirty Planet</i> and choose an endangered animal, such as the grizzly bear, to research. Students organize their information in categories, such as: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">What is the grizzly bear's habitat?</th> <th style="width: 25%;">Are there any projects in place to save grizzly bears?</th> <th style="width: 25%;">How have grizzly bears become endangered?</th> <th style="width: 25%;">What does the future hold for grizzly bears?</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> 	What is the grizzly bear's habitat?	Are there any projects in place to save grizzly bears?	How have grizzly bears become endangered?	What does the future hold for grizzly bears?				
What is the grizzly bear's habitat?	Are there any projects in place to save grizzly bears?	How have grizzly bears become endangered?	What does the future hold for grizzly bears?						

GRADE 5

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 *Organize, Record and Evaluate* (continued)

Specific Outcomes	Illustrative Examples
<p>Evaluate information</p> <ul style="list-style-type: none">connect gathered information to prior knowledge to reach new conclusions	<ul style="list-style-type: none">After connecting batteries to a light source to make it shine, students experiment to see if adding more batteries makes the light shine more brightly. They conclude that after a certain number of batteries there is no difference to the brightness of the light.After reading a variety of poems, students discuss in pairs how their ideas about poetry have changed; e.g., poems can tell stories, poems do not have to rhyme, poems can be short or long, poems are not always happy, poems do not have to be about nature. Students take turns sharing their ideas with the class.Students read some modern fairy tales by such authors as Jane Yolen and Oscar Wilde, and discuss how they fit into or change their understanding of fairy tales.

GRADE 5

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Illustrative Examples				
<p>Share ideas and information</p> <ul style="list-style-type: none"> 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 <p>Review research process</p> <ul style="list-style-type: none"> assess personal research skills using pre-established criteria 	<ul style="list-style-type: none"> Students present information about the physical regions of Canada in a variety of ways, such as: <ul style="list-style-type: none"> posters advertising the regions travel brochures, highlighting places to visit and/or cultural events charts to describe features of the regions. When preparing a group presentation about Canada’s links with the United States, students decide which pictures, maps and charts would best illustrate their written report. They decide to bring in some objects made in the United States to make their presentation more interesting. Students use a class-developed set of criteria to evaluate their own research skills; e.g.: <table style="width: 100%; margin-left: auto; margin-right: 0;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right;">Response</td> </tr> <tr> <td></td> <td style="text-align: right;">Yes / No</td> </tr> </table> <ol style="list-style-type: none"> I used more than one source. I answered all my research questions. I answered my research questions in my own words. I wrote down the author and title of my sources for my bibliography. <p>Next time I research a topic, I will:</p> <hr/> <hr/> <hr/> 		Response		Yes / No
	Response				
	Yes / No				

GRADE 5

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples																																																																																													
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students brainstorm criteria for evaluating children's magazines. <table border="1" data-bbox="634 762 1490 1213"> <thead> <tr> <th data-bbox="634 762 1019 812">Categories</th> <th colspan="5" data-bbox="1019 762 1490 812">Rating Scale</th> <th data-bbox="1019 812 1490 842"></th> </tr> <tr> <td data-bbox="634 812 1019 842"></td> <td colspan="2" data-bbox="1019 812 1166 842">Poor</td> <td colspan="3" data-bbox="1166 812 1333 842">Excellent</td> <td data-bbox="1333 812 1490 842">Comments</td> </tr> <tr> <td data-bbox="634 842 1019 871"></td> <td data-bbox="1019 842 1089 871">1</td> <td data-bbox="1089 842 1166 871">2</td> <td data-bbox="1166 842 1219 871">3</td> <td data-bbox="1219 842 1295 871">4</td> <td data-bbox="1295 842 1333 871">5</td> <td data-bbox="1333 842 1490 871"></td> </tr> </thead> <tbody> <tr> <td data-bbox="634 871 1019 903">– a cover that captures attention</td> <td></td><td></td><td></td><td></td><td></td> <td data-bbox="1333 871 1490 903">_____</td> </tr> <tr> <td data-bbox="634 903 1019 934">– a table of contents listing titles and page numbers</td> <td></td><td></td><td></td><td></td><td></td> <td data-bbox="1333 903 1490 934">_____</td> </tr> <tr> <td data-bbox="634 934 1019 966">– a variety of interesting articles and features</td> <td></td><td></td><td></td><td></td><td></td> <td data-bbox="1333 934 1490 966">_____</td> </tr> <tr> <td data-bbox="634 966 1019 997">– clear and colourful illustrations</td> <td></td><td></td><td></td><td></td><td></td> <td data-bbox="1333 966 1490 997">_____</td> </tr> <tr> <td data-bbox="634 997 1019 1029">– interesting and well-explained activities</td> <td></td><td></td><td></td><td></td><td></td> <td data-bbox="1333 997 1490 1029">_____</td> </tr> <tr> <td data-bbox="634 1029 1019 1060">– suitable level of interest</td> <td></td><td></td><td></td><td></td><td></td> <td data-bbox="1333 1029 1490 1060">_____</td> </tr> </tbody> </table> Students use an established checklist to revise an advertisement for a school play. <table border="1" data-bbox="634 1318 1490 1732"> <thead> <tr> <th data-bbox="634 1318 1333 1348">Content</th> <th data-bbox="1333 1318 1414 1348">Yes</th> <th data-bbox="1414 1318 1490 1348">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 1348 1333 1377">Is my advertisement directed to my chosen audience?</td> <td data-bbox="1333 1348 1414 1377"><input type="checkbox"/></td> <td data-bbox="1414 1348 1490 1377"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="634 1377 1333 1438">Are my illustrations and print appropriate for the topic and the audience?</td> <td data-bbox="1333 1377 1414 1438"><input type="checkbox"/></td> <td data-bbox="1414 1377 1490 1438"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="634 1438 1333 1467">Have I included all important information?</td> <td data-bbox="1333 1438 1414 1467"><input type="checkbox"/></td> <td data-bbox="1414 1438 1490 1467"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="634 1488 1333 1518">Organization</td> <td></td> <td></td> </tr> <tr> <td data-bbox="634 1518 1333 1547">Is my information arranged to create an impact?</td> <td data-bbox="1333 1518 1414 1547"><input type="checkbox"/></td> <td data-bbox="1414 1518 1490 1547"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="634 1568 1333 1598">Vocabulary</td> <td></td> <td></td> </tr> <tr> <td data-bbox="634 1598 1333 1627">Are my words appropriate for the topic and audience?</td> <td data-bbox="1333 1598 1414 1627"><input type="checkbox"/></td> <td data-bbox="1414 1598 1490 1627"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="634 1648 1333 1677">Spelling</td> <td></td> <td></td> </tr> <tr> <td data-bbox="634 1677 1333 1707">Did I spell 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GRADE 5

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples										
<p>Revise and edit</p> <ul style="list-style-type: none"> revise to add and organize details that support and clarify intended meaning edit for appropriate use of statements, questions and exclamations <p>Enhance legibility</p> <ul style="list-style-type: none"> write legibly, using a style that is consistent in alignment, shape and slant apply word processing skills and use publishing programs to organize information 	<ul style="list-style-type: none"> In a piece of writing, a student changes the sentence, “Mom was angry.” to “Mom stormed into the room, grabbed the telephone off the desk and dialed the number.” to add emphasis, action and effect. Through student conferencing; e.g., author’s chair, the student–author asks questions, such as: <ul style="list-style-type: none"> Was there any part that was confusing? Was there any place where you wanted to hear more? Were my introduction and conclusion clear? Can you suggest other ideas to include? Students examine an advertisement for sporting equipment that they have written. They determine the effectiveness of their advertisement by asking such questions as: <ul style="list-style-type: none"> Would a question be more effective than a statement? How would an exclamation add excitement? What phrases would entice a buyer? When revising a piece of writing, a student decides from the tone of the sentence if an exclamation mark is necessary or if a period is more appropriate. A student decides to add an exclamatory sentence to the beginning of a story to get the reader’s attention and interest. <ul style="list-style-type: none"> Students visualize letters and use models posted in the classroom to assist in writing legibly. They review and correct written work, if necessary, using a guiding question, such as: “Is my handwriting neatly done and easy to read?” A student uses a spreadsheet to record books read during the year; e.g.: <table border="1" data-bbox="673 1638 1469 1890"> <thead> <tr> <th><u>Title</u></th> <th><u>Author</u></th> <th><u>Main Characters</u></th> <th><u>Theme</u></th> <th><u>Comments</u></th> </tr> </thead> <tbody> <tr> <td><i>The Sky is Falling</i></td> <td>Kit Pearson</td> <td>Nora, Gain, Aunt Florence</td> <td>War is cruel because it breaks up families.</td> <td>Great book. World War II was hard on children. I couldn’t leave my parents.</td> </tr> </tbody> </table> 	<u>Title</u>	<u>Author</u>	<u>Main Characters</u>	<u>Theme</u>	<u>Comments</u>	<i>The Sky is Falling</i>	Kit Pearson	Nora, Gain, Aunt Florence	War is cruel because it breaks up families.	Great book. World War II was hard on children. I couldn’t leave my parents.
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<i>The Sky is Falling</i>	Kit Pearson	Nora, Gain, Aunt Florence	War is cruel because it breaks up families.	Great book. World War II was hard on children. I couldn’t leave my parents.							

GRADE 5

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>Expand knowledge of language</p> <ul style="list-style-type: none"> • 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 <p>Enhance artistry</p> <ul style="list-style-type: none"> • experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis 	<ul style="list-style-type: none"> • Students create personal or class lists of alternative words encountered in their reading that could replace frequently used words. • Students use a thesaurus to develop classroom charts of words to replace overused words. • Students use a word map to record words that have more than one meaning, as they are encountered in texts; e.g., the different meanings of the word <u>well</u>. <div style="text-align: center;"> <p>The <u>well</u> went dry.</p> <p>How <u>well</u> did you do?</p> <p>I'm not feeling <u>well</u>.</p> </div> <ul style="list-style-type: none"> • Students make a poster to advertise a class bake sale. They brainstorm words and phrases and design features that will provide information and encourage the reader to attend.

GRADE 5

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • 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 <p>Attend to spelling</p> <ul style="list-style-type: none"> • 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 <p>(continued)</p>	<ul style="list-style-type: none"> • A student writes a description of a place that has been visited. A partner asks questions to show where detail needs to be added to the writing; e.g.: <ul style="list-style-type: none"> – Where was the lake? – How did you get there? • Students brainstorm connecting words, such as <i>then, after, next, suddenly, because</i> and <i>following</i>, and create a class chart for reference when writing. • A student uses such words as <i>first, next, then</i> and <i>last</i> when telling the class how to make a special sandwich. • Students check their own writing against a chart or handbook to ensure they have the correct spelling of irregular verbs, such as <i>lie, eat, ride, ring</i> and <i>speak</i>. • A student, writing about his hockey team, makes sure he has used the past, present and future verb tenses appropriately; e.g.: <ul style="list-style-type: none"> – Yesterday Bram played goalie. – Bram plays on my hockey team. – Tomorrow Bram will play defence. • Students know and choose from different letter combinations that represent a sound; e.g., /f/ represented by “gh,” “ph,” “ff,” “f.” • Students use mnemonic devices, such as: <ul style="list-style-type: none"> – <u>Attendance</u>—There was good <u>attendance</u> at the <u>dance</u>. – <u>Accommodate</u>—There is always room for <u>two</u>. • Students use personal ways of remembering problem words, such as underlining trouble spots in a word and checking for correct spelling; e.g., <u>Te</u>uesday becomes Tuesday, and saying the word as spelled, not heard, to emphasize the written spelling; e.g., Wednesday, business.

GRADE 5

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Attend to spelling</p> <ul style="list-style-type: none">study and use the correct spelling of commonly misspelled words in own writingknow and consistently apply spelling conventions when editing and proofreading own writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">use capital letters, appropriately, in titles, headings and subheadings in own writinguse quotation marks and separate paragraphs to indicate passages of dialogue in own writingrecognize various uses of apostrophes, and use them appropriately in own writing	<ul style="list-style-type: none">For reference, students keep a personal or class list of commonly misspelled words; e.g., disappear, aren't, Tuesday.Students check words they think they have misspelled by using personal dictionaries, class posters or charts, dictionaries, spell checkers, and other texts and by asking classmates who are good spellers.Students use a Canadian dictionary, a Canadian writers' reference or a Canadian spell checker to find the correct spelling of such words as colour.Students add words they commonly misspell to the spell checker on a word processing program so that incorrect spellings of these words will be corrected automatically.When writing a report about the reasons why people use alcohol, a student refers to a writers' handbook or a chart created by the teacher and class to make sure that the title, headings and subheadings are appropriately capitalized.Students refer to a writers' handbook or novels they have read to find models for the correct use of quotation marks in dialogue.Students view an overhead transparency of a passage from a familiar novel. The passage has conversation between two characters that has been rewritten without any paragraphing. Students discuss how hard it is to identify the speakers, and after teacher modelling, they paragraph the rest of the passage to indicate the conversation between the two speakers.Students find examples in their reading of apostrophes used to indicate contractions and singular and plural possessive cases, and they use apostrophes in their own writing; e.g., friend's lunch, he isn't ready.

GRADE 5

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none"> organize ideas and information in presentations to maintain a clear focus and engage the audience <p>Enhance presentation</p> <ul style="list-style-type: none"> use effective openings and closings that attract and sustain reader or audience interest <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter <p>(continued)</p>	<ul style="list-style-type: none"> Students use an overhead projector to display a graphic organizer that presents information about dolphins—their habitat, habits, breeding and method of communication. At a Science Fair display, students group information on their model car project under headings: Design and Construction, Performance in Races, Successes and Failures, Plans for Improvement. They use these headings as prompts for discussing their project with others. Students choose to open a presentation with a poem, joke, cartoon or provocative comment to attract, immediately, the attention of the audience. Students use props, such as puppets, flannel boards, story aprons, costumes and music, to keep the listeners’ attention and to maintain interest during book talks. A student enters the classroom dressed up as the main character of <i>The Grade Five Lie</i> to give a book talk to the class. After a trial run of a readers’ theatre presentation, students decide they need to use different voices to help the audience distinguish among the different characters. Students work together to rearrange the set of their play so that all the characters are not grouped on one side of the stage. They experiment with and assess different arrangements of props and furniture. Students find examples of cartoons and comic strips and discuss how the meaning is conveyed by the limited text together with the illustrations. After listening to a guest speaker on smoking, a student says, “The purpose of the talk was to keep us from smoking, and there was lots of information about that, but I didn’t like the way the speaker seemed to dislike smokers. My Dad smokes and he tells me it’s hard to quit!”

GRADE 5

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 *Present and Share* (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">• show respect for the presenter's opinions by listening politely and providing thoughtful feedback	<ul style="list-style-type: none">• After listening to an oral presentation of a poem, a student says, "The way you varied your tone of voice helped to show the change in mood."• After listening to a student talk about keeping animals in zoos, another student says, "I can understand that you think animals should not be kept in zoos, but without zoos I never would have seen an elephant and realized how important it is to protect them."

GRADE 5

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none">• 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• compare own and others' responses to ideas and experiences related to oral, print and other media texts	<ul style="list-style-type: none">• After receiving an email message from an extended family member or a pen pal in another part of the world, a student writes about what it might be like if that person came to live with his family.• After reading <i>How I Got My Dogsled</i>, students talk about why the dogs and the sled were so important to the narrator of the story.
<p>Relate texts to culture</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• After reading <i>Akla Gives Chase</i>, students discuss how the brother, Pitohok, and the sister, Upik, help each other accomplish their dangerous mission of obtaining food for their starving family.• Students discuss how Anna displays courage in <i>From Anna</i>, and they compare this to their own ideas about what courage is.
<p>Celebrate accomplishments and events</p> <ul style="list-style-type: none">• select and use language appropriate in tone and form to recognize and honour people and events	<ul style="list-style-type: none">• Students role play an interview with an explorer or settler, using appropriate tone and voice to match the character and situation.• Students compose a thank-you letter after a visit from the senior high school or community band.
<p>Use language to show respect</p> <ul style="list-style-type: none">• determine and use language appropriate to the context of specific situations	<ul style="list-style-type: none">• Students write an invitation to the Grade 1 class, asking them to come and listen to stories written specifically for them.• Students work together to compose an email message to a wildlife expert or a veterinarian to ask for information about wolves.

GRADE 5

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none"> 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 <p>Work in groups</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> One student takes on responsibility for recording the group’s ideas during discussion of a story. Another student volunteers to do the pictures for the storyboard. The rest of the group sorts out roles for the presentation of the story. The class discusses the advantages and disadvantages of working together to complete a project. Student 1: I like working in a group because I get good ideas from others and we can share the work according to our individual strengths and interests. Student 2: I like to work by myself because I can find the answers to questions that only I am curious about. Student 3: Working in pairs allows me to discuss my ideas with someone else. When preparing a presentation for younger learners, students anticipate and jot down questions that might be asked about the northern lights; e.g.: <ul style="list-style-type: none"> What do they look like? Why do the lights dance? What makes them different colours? Do they come every night? Do they make a noise? When doing a group project on wetlands, students realize that they do not have enough information to support their point that frogs are disappearing. They discuss ways to find more information. A group of students is deciding how to collect information on the heights of students in their class. Student 1: We could use a class list and write everyone’s height down beside their names. Student 2: Should we measure everyone or just ask them for their height? Student 3: I think we should measure everyone in centimetres so we can compare. Some people don’t know their height, or only know it in feet and inches.

GRADE 5

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 *Work Within a Group* (continued)

Specific Outcomes	Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none">• show appreciation for the contributions of others, and offer constructive feedback to group members	<ul style="list-style-type: none">• While preparing for a group presentation, students make comments, such as:<ul style="list-style-type: none">– It was a good idea to make a chart. It shows our information clearly.– I think the picture goes better on another page of your story.– An overhead transparency would help start the presentation.– I'm glad you brought some photographs from home.

Grade 5 References

Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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