

General Outcome 1					
• Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
Express ideas and develop understanding (cont)	• use own experiences as a basis for exploring and expressing opinions and understanding	✓		1	<ul style="list-style-type: none"> • Decisions to Grow On • Liam McLafferty's Choice • Zora Hurston on the Chinaberry Tree • Floodwaters • Earth Cycles • Internet News Update • For the Birds • Captured Moments • What's in a Newspaper? • Challenge of Champions • The Last Days of the Giddywit • The Lightwell • Awards Day • Working Together With One Heart • Natural Builders • Meet the Architects • Bridges • Canada, My Home • In My Back Yard • Picture This
		✓		1	
		✓		1	
		✓		1	
		✓		1	
		✓		2	
		✓		2	
		✓		2	
		✓		2	
		✓		2	
		✓		3	
		✓		3	
		✓		3	
		✓		3	
		✓		3	
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	✓		1	<ul style="list-style-type: none"> • Decisions to Grow On • Wolf Island • Earth Cycles • Survival in the City • An Interview on the Internet • Manitoba Flood Facts • Headline News • What's in a Newspaper? • Natural Builders • Meet the Architects
		✓		2	
		✓		2	
		✓		2	
		✓		2	
		✓		2	
		✓		3	
		✓		3	
		✓		3	
Express preferences	• select and explain preferences for particular forms of oral, print and other media texts	✓		2	<ul style="list-style-type: none"> • An Interview on the Internet • The Red River Flood • What's in a Newspaper? • Challenge of Champions • Natural Builders • Picture This
		✓		3	
		✓		3	
		✓		3	
		✓		3	
Set goals	• reflect on areas of personal accomplishments, and set personal goals to improve language learning and use	✓	✓	All	<ul style="list-style-type: none"> • Overall • The Dip
			✓	3	

General Outcome 1					
• Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
1.2 Clarify and Extend					
Consider others' ideas	• seeks others' viewpoints to build on personal responses and understanding	✓		1	• Decisions to Grow On
		✓		1	• Zora Hurston and the Chinaberry Tree
		✓		2	• For the Birds
		✓		2	• An Interview on the Internet
		✓		3	• Headline News
		✓		3	• What's in a Newspaper?
		✓		3	• An Now Sports with Barb Ondrusek
		✓		3	• Challenge of Champions
			✓	1	• The Last Days of the Giddywit
				1	• A Landfill Debate in New Brunswick
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	✓		1	• Decisions to Grow On
		✓		1	• The Grade Five Lie
		✓		1	• Floodwaters
		✓		1	• Returning to the Ancestral Home
		✓		2	• Internet News Update
		✓		2	• Newfoundland Ponies
		✓		2	• Watching Grey Whales
		✓		3	• Captured Moments
		✓		3	• Manitoba Flood Facts
		✓		3	• Headline News
		✓		3	• What's in a Newspaper?
		✓		3	• Challenge of Champions
			✓	1	• We Are Ploters
			✓	1	• The Last Days of the Giddywit
			✓	1	• A Landfill Debate in New Brunswick
			✓	1	• The Earth Game
			✓	1	• The Lightwell
			✓	1	• The Visitor
			✓	1	• The Vision Seeker
			✓	1	• Sweet Clara and the Freedom Quilt
	✓	1	• Awards Day		
	✓	2	• Natural Builders		
	✓	2	• Bridges		
	✓	3	• Canada, My Home		
	✓	3	• The Dip		
	✓	3	• Naomi's Road		
	✓	3	• In My Back Yard		
	✓	3	• An Adventure on Island Rock		

General Outcome 1					
• Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
Extend understanding	• search for further ideas and information from others and from oral, print and other media texts to extend understanding	✓		1	• Zora Hurston and the Chinaberry Tree
		✓		1	• Floodwaters
		✓		1	• The Dust Bowl
		✓		1	• Returning to the Ancestral Home
		✓		2	• Wolf Island
		✓		2	• Earth Cycles
		✓		2	• The Endless March
		✓		2	• Internet News Update
		✓		2	• Survival in the City
		✓		2	• For the Birds
		✓		2	• An Interview on the Internet
		✓		2	• Newfoundland Ponies
		✓		2	• Watching Grey Whales
		✓		3	• Manitoba Flood Facts
		✓		3	• What's in a Newspaper?
			✓	1	• A Landfill Debate in New Brunswick
			✓	2	• Meet the Architects
			✓	2	• Make a Model Room
			✓	3	• Canada, My Home
			✓	3	• Naomi's Road

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.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
2.1 Use Strategies and Cues					
Use prior knowledge	• describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information	✓ ✓ ✓ ✓		1 1 2 3	• Decisions to Grow On • Liam McLafferty's Choice • Newfoundland Ponies: A Memoir • Captured Moments
	• use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		1 2 2 2 2 2 3 3 3 3	• The Last Days of the Giddywit • The Little Pigs Housing Project • Returning to the Ancestral Home • The Endless March • For the Birds • An Interview on the Internet • Newfoundland Ponies: A Memoir • Watching Grey Whales • Manitoba Flood Facts • Headline News • What's in a Newspaper? • Challenge of Champions
			✓	2	• Bridges

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.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
Use Comprehension Strategies <i>(cont)</i>	• monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources	✓		1	• Decisions to Grow On • The Dust Bowl • Earth Cycles • The endless March • For the Birds • An Interview on the Internet • Canada, My Home
		✓		1	
		✓		2	
		✓		2	
		✓	✓	2	
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	✓		2	• The Endless March • Internet News Update • Newfoundland Ponies: A Memoir • Manitoba Flood Facts • Challenge of Champions • Natural Builders • How to Build a House • Make a Model Room • Bridges
		✓		2	
		✓		2	
		✓		3	
		✓		3	
	• identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information	✓		2	
		✓		2	
		✓		2	
		✓	✓	2	
		✓	✓	2	
Use phonics and structural analysis	• identify and know the meaning of high frequency prefixes and suffixes by sight to read unfamiliar, multisyllable words in context	✓		2	• The Endless March
		✓		2	
	• integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context	✓		1	• Returning to the Ancestral Home • The Endless March • Making a Newspaper • The Lightwell • The Vision Seeker • Sweet Clara and the Freedom Quilt • Meet the Architects • How to Build a House • An Adventure on Island Rock
		✓		2	
		✓	✓	3	
		✓	✓	1	
		✓	✓	1	
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	✓		1	• The Grade Five Lie • The Dust Bowl • Earth Cycles • Making a Newspaper • I was Born Here in this City • Canada, My Home • The Dip
		✓		1	
		✓		2	
		✓	✓	3	
		✓	✓	3	

General Outcome 2					
<ul style="list-style-type: none"> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts. 					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
Construct meaning from texts (cont)	<ul style="list-style-type: none"> describe characters qualities based on what they say and do and how they are described in oral, print and other media texts 	✓		1	<ul style="list-style-type: none"> Zora Hurston and the Chinaberry Tree
		✓		1	<ul style="list-style-type: none"> The Dust Bowl
			✓	1	<ul style="list-style-type: none"> The Visitor
			✓	1	<ul style="list-style-type: none"> Sweet Clara and the Freedom Quilt
			✓	3	<ul style="list-style-type: none"> Naomi's Road
			✓	3	<ul style="list-style-type: none"> An Adventure on Island Rock
	<ul style="list-style-type: none"> describe and discuss the influence of setting on the characters and events 	✓		1	<ul style="list-style-type: none"> The Dust Bowl
		✓		2	<ul style="list-style-type: none"> Wolf Island
			✓	1	<ul style="list-style-type: none"> The Last Days of the Giddywit
			✓	1	<ul style="list-style-type: none"> Sweet Clara and the Freedom Quilt
			✓	3	<ul style="list-style-type: none"> Naomi's Road
			✓	3	<ul style="list-style-type: none"> Josepha: A Prairie Boy's Story
<ul style="list-style-type: none"> make judgments and inferences related to events characters and main ideas of oral, print and other media texts 	✓		1	<ul style="list-style-type: none"> Liam McLafferty's Choice 	
	✓		1	<ul style="list-style-type: none"> The Grade Five Lie 	
	✓		1	<ul style="list-style-type: none"> Zora Hurston and the Chinaberry Tree 	
	✓		1	<ul style="list-style-type: none"> Floodwaters 	
	✓		1	<ul style="list-style-type: none"> The Dust Bowl 	
	✓		3	<ul style="list-style-type: none"> Manitoba Flood Facts 	
	✓		3	<ul style="list-style-type: none"> The Red River Flood 	
	✓		3	<ul style="list-style-type: none"> Headline News 	
		✓	1	<ul style="list-style-type: none"> We are Plooters 	
		✓	1	<ul style="list-style-type: none"> The Last Days of the Giddywit 	
		✓	1	<ul style="list-style-type: none"> A Landfill Debate in New Brunswick 	
		✓	1	<ul style="list-style-type: none"> The Earth Game 	
		✓	1	<ul style="list-style-type: none"> The Visitor 	
		✓	1	<ul style="list-style-type: none"> Awards Day 	
		✓	1	<ul style="list-style-type: none"> Working Together with One Heart 	
		✓	2	<ul style="list-style-type: none"> Natural Builders 	
		✓	2	<ul style="list-style-type: none"> Meet the Architects 	
		✓	2	<ul style="list-style-type: none"> How to Build a House 	
	✓	2	<ul style="list-style-type: none"> The Little Pigs Housing Project 		
<ul style="list-style-type: none"> retell or represent stories from the points of view of different characters 	✓		1	<ul style="list-style-type: none"> The Dust Bowl 	
	✓		2	<ul style="list-style-type: none"> Survival in the City 	
	✓		2	<ul style="list-style-type: none"> An Interview on the Internet 	
	✓		2	<ul style="list-style-type: none"> An Interview on the Internet 	
		✓	3	<ul style="list-style-type: none"> Red River Courage 	
		✓	3	<ul style="list-style-type: none"> Red River Courage 	
		✓	1	<ul style="list-style-type: none"> A Landfill Debate in New Brunswick 	
		✓	1	<ul style="list-style-type: none"> Sweet Clara and the Freedom Quilt 	
		✓	3	<ul style="list-style-type: none"> Naomi's Road 	

General Outcome 2					
<ul style="list-style-type: none"> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts. 					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
Appreciate the artistry of texts	<ul style="list-style-type: none"> explain how simile and hyperbole are used to create mood and mental images 		✓	2	<ul style="list-style-type: none"> I Was Born Here in this City
	<ul style="list-style-type: none"> alter sentences and word choices to enhance meaning and to create mood and special effects 	<ul style="list-style-type: none"> ✓ ✓ ✓ 		<ul style="list-style-type: none"> 1 2 3 1 1 3 	<ul style="list-style-type: none"> The Grade Five Lie Newfoundland Ponies: A Memoir Headline News A Landfill Debate in New Brunswick The Lightwell The Dip
2.3 Understand Forms, Elements and Techniques					
Understand forms and genres	<ul style="list-style-type: none"> identify and discuss similarities and differences among a variety of forms or oral, print and other media texts 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> 1 2 2 3 2 2 3 3 3 3 	<ul style="list-style-type: none"> It's Your Decision Internet News Update An Interview on the Internet Challenge of Champions Natural Builders Meet the Architects The First Red Maple Leaf Akla Gives Chase Picture This
	<ul style="list-style-type: none"> identify the main characteristics of familiar media and media texts 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> 2 3 3 3 3 3 2 2 	<ul style="list-style-type: none"> Internet News Update The Red River Flood Red River Courage Headline News What's in a Newspaper? Challenge of Champions Natural Builders The Little Pigs Housing Project
Understand techniques and elements	<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 	<ul style="list-style-type: none"> ✓ ✓ 		<ul style="list-style-type: none"> 1 1 1 1 3 	<ul style="list-style-type: none"> Decisions to Grow On Liam McLafferty's Choice The Last Days of the Giddywit A Landfill Debate in News Brunswick An Adventure on Island Rock
	<ul style="list-style-type: none"> identify and discuss the main character's point of view and motivation 	<ul style="list-style-type: none"> ✓ ✓ 		<ul style="list-style-type: none"> 1 2 1 1 1 1 3 3 	<ul style="list-style-type: none"> The Dust Bowl The Endless March We Are Plooters The Visitor Sweet Clara and the Freedom Quilt Awards Day Naomi's Road An Adventure on Island Rock
	<ul style="list-style-type: none"> identify examples of apt word choice and imagery that create particular effects 	<ul style="list-style-type: none"> ✓ ✓ ✓ 		<ul style="list-style-type: none"> 1 3 3 1 1 2 3 	<ul style="list-style-type: none"> The Grade Five Lie Red River Courage What's in a Newspaper? We Are Plooters The Lightwell I Was Born Here in This City The Dip

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.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
Elaborate on the expression of ideas	• experiment with modeled forms or oral, print and other media texts to suit particular audiences and purposes	✓		1	• The Dust Bowl
		✓		2	• For the Birds
		✓		2	• An Interview on the Internet
		✓		2	• Watching Grey Whales
		✓		3	• Captured Moments
		✓		3	• Headline News
		✓		3	• And Now, Sports with Barb Ondrusek
			✓	1	• A Landfill Debate in New Brunswick
			✓	1	• Awards Day
			✓	3	• Canada, My Home
		✓	3	• In My Back Yard	
Structure texts	• use structures encountered in texts to organize and present ideas in own oral, print and other media texts	✓		1	• It's Your Decision
		✓		1	• Zora Hurston and the Chinaberry Tree
		✓		2	• Earth Cycles
		✓		2	• An Interview on the Internet
		✓		3	• Captured Moments
		✓		3	• The Red River Flood
			✓	2	• Natural Builders
			✓	2	• Make a Model Room
			✓	2	• Bridges
			✓	3	• Picture This
	• use own experience as a starting point and source of information for fictional oral, print and other media texts	✓		1	• Decisions to Grow On
		✓		1	• Fifteen Minutes
			✓	1	• The Last Days of Giddywit
			✓	1	• The Lightwell
			✓	1	• The Visitor
			✓	1	• Awards Day
			✓	1	• Working Together with One Heart
		✓	3	• Canada, My Home	

General Outcome 3					
• Students will listen, speak, read, write, view and represent to manage ideas and information.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
3.1 Plan and Focus					
Focus Attention	• summarize important ideas in oral, print and other media texts and express opinions about them	✓ ✓ ✓ ✓ ✓ ✓		2 2 2 3 3 3 3 3 1 2	• Internet News Update • Survival in the City • Newfoundland Ponies • Manitoba Flood Facts • Headline News • What's in a Newspaper? • Challenge of Champions • A Landfill Debate in New Brunswick • Natural Builders
	• combine personal knowledge of topics with understanding of audience needs to focus topics for investigation	✓		2	• Watching Grey Whales
Determine information needs	• identify categories of information related to particular topics and ask questions related to each category	✓		1	• Returning to the Ancestral Home
		✓		2	• The Endless March
		✓		2	• For the Birds
		✓		2	• An Interview on the Internet
		✓		2	• Newfoundland Ponies
Plan to gather information	• develop and follow own plan for gathering and recording ideas and information	✓		2	• And Now, Sports with Barb Ondrusek
		✓		3	• A Landfill Debate in New Brunswick
		✓		1	• Returning to the Ancestral Home
		✓		2	• Wolf Island
		✓		2	• The Endless March
Use a variety of sources	• locate information to answer research questions using a variety of sources, such as newspapers, encyclopedia, CD-ROM's, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions	✓		2	• Internet News Update
		✓		2	• For the Birds
		✓		2	• An Interview on the Internet
		✓		2	• Newfoundland Ponies
		✓		2	• Watching Grey Whales
		✓		2	• What's in a Newspaper?
		✓		2	• Challenge of Champions
		✓		3	• And Now, Sports with Barb Ondrusek
		✓		3	• Challenge of Champions
		✓		3	• Challenge of Champions
3.2 Select and Process					
Access information	• use a variety of tools, such as chapter headings and encyclopedia guide words, to access information	✓		1	• The Dust Bowl
		✓		1	• Returning to the Ancestral Home
		✓		2	• The Endless March
		✓		2	• Survival in the City
		✓		2	• An Interview on the Internet
		✓		2	• Newfoundland Ponies
		✓		2	• Watching Grey Whales
		✓		2	• What's in a Newspaper?
		✓		2	• Challenge of Champions
		✓		3	• Challenge of Champions

General Outcome 3					
• Students will listen, speak, read, write, view and represent to manage ideas and information.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
Access information (con't)	• skim, scan and listen for key words and phrases	✓		1	<ul style="list-style-type: none"> • It's Your Decision • Returning to the Ancestral Home • We Are Plooters • Canada, My Home
		✓		1	
			✓	1	
			✓	3	
Evaluate sources	• determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria	✓		1	<ul style="list-style-type: none"> • Returning to the Ancestral Home • The Endless March • Survival in the City • An Interview on the Internet • Newfoundland Ponies
		✓		2	
		✓		2	
		✓		2	
		✓		2	
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	✓		1	<ul style="list-style-type: none"> • The Dust Bowl • Wolf Island • Earth Cycles • Internet News Update • Watching Grey Whales • Captured Moments • Red River Courage • A Landfill Debate in New Brunswick • The Earth Game • Awards Day
		✓		2	
		✓		2	
		✓		2	
		✓		2	
		✓		3	
		✓		3	
			✓	1	
			✓	1	
			✓	1	
Organize information	• organize ideas and information to emphasize key points for the audience	✓		2	<ul style="list-style-type: none"> • For the Birds • Watching Grey Whales • Headline News • And Now Sports with Barb Ondrusek • Challenge of Champions • A Landfill Debate in New Brunswick • Awards Day • The Little Pigs Housing Project • Bridges • Canada, My Home
		✓		2	
		✓		3	
		✓		3	
		✓		3	
			✓	1	
			✓	1	
			✓	2	
			✓	2	
			✓	3	
Organize information	• add, delete or combine ideas to communicate more effectively	✓		2	<ul style="list-style-type: none"> • Watching Grey Whales • Captured Moments • A Landfill Debate in New Brunswick • Bridges • Canada, My Home
		✓		3	
			✓	1	
			✓	2	
			✓	3	
Record information	• record information in own words; cite titles and authors alphabetically, and provide publication dates of sources	✓		1	<ul style="list-style-type: none"> • Returning to the Ancestral Home • The Endless March • Survival in the City • An Interview on the Internet • Newfoundland Ponies • The Last Days of Giddywit
		✓		2	
		✓		2	
		✓		2	
		✓		2	
			✓	2	
			✓	2	
			✓	2	
			✓	1	
			✓	1	
Record information	• combine ideas and information from several sources	✓		1	<ul style="list-style-type: none"> • Returning to the Ancestral Home • Wolf Island • Earth Cycles • The Endless March • Survival in the City • An Interview on the Internet • Newfoundland Ponies • And Now, Sports with Barb Ondrusek
		✓		2	
		✓		2	
		✓		2	
		✓		2	
		✓		2	
		✓		2	
		✓		2	
		✓		2	
		✓		3	

General Outcome 3					
• Students will listen, speak, read, write, view and represent to manage ideas and information.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
Record information (con't)	• record ideas and information in relevant categories, according to research plan	✓ ✓ ✓ ✓	✓	1 2 2 2 1	• Returning to the Ancestral Home • The Endless March • An Interview on the Internet • Newfoundland Ponies • The Last Days of Giddywit
Evaluate information	• connect gathered information to prior knowledge to reach new conclusions	✓ ✓ ✓	✓	1 2 2 1	• The Dust Bowl • Earth Cycles • An Interview on the Internet • A Landfill Debate in New Brunswick
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	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓	1 2 2 2 2 2 3 3 1 1 1 2 2 2 2 2 2 3 3 3	• Fifteen Minutes • Wolf Island • Earth Cycles • The Endless March • Internet News Update • Survival in the City • Captured Moments • Challenge of Champions • A Landfill Debate in New Brunswick • The Earth Game • The Vision Seeker • Natural Builders • How to Build a House • Make a Model Room • The Little Pigs Housing Project • Bridges • Canada, My Home • Josepha: A Prairie Boy's Story • Picture This
	• select visuals, print and/or other media to inform and engage the audience	✓ ✓ ✓	✓	2 3 3 3	• Internet News Update • Captured Moments • Manitoba Flood Facts • Picture This
Review research process	• assess personal research skills using pre-established criteria	✓ ✓	✓	2 2	• An Interview on the Internet • Newfoundland Ponies

General Outcome 4					
• Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
4.1 Enhance and Improve					
Appraise own and others' work	• develop criteria for evaluating the effectiveness of oral, print and other media texts	✓ ✓	✓	3 3 1 2 2	• Headline News • And Now Sports with Barb Ondrusek • A Landfill Debate in New Brunswick • Natural Builders • Meet the Architects
	• use developed criteria to provide feedback to others and to revise own work	✓	✓ ✓ ✓ ✓	2 1 2 2 3	• An Interview on the Internet • A Landfill Debate in New Brunswick • Natural Builders • Meet the Architects • The First Red Maple Leaf
Revise and edit	• revise to add and organize details that support and clarify intended meaning	✓ ✓	✓ ✓ ✓ ✓ ✓	2 2 2 2 3 3 3	• Wolf Island • An Interview on the Internet • Meet the Architects • Bridges • In My Back Yard • The First Red Maple Leaf • An Adventure on Island Rock
	• edit for appropriate use of statements, questions and exclamations	✓ ✓	✓ ✓	2 3 3 3	• Watching Grey Whales • Headline News • In My Back Yard • An Adventure on Island Rock
Enhance legibility	• write legibly, using a style that is consistent in alignment, shape and slant	✓	✓	All	• Overall
	• apply word processing skills and use publishing programs to organize information	✓	✓	3 3	• Manitoba Flood Facts • Picture This
Expand knowledge of language	• extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus	✓	✓	1 1	• Liam McLafferty's Choice • The Lightwell
	• distinguish different meanings for the same word, depending on the context in which it is used				• Activities and strategies addressing this outcome will be developed for the Alberta Teacher's Guides
Enhance artistry	• experiment with words, phrases, sentences and multimedia techniques to enhance meaning and emphasis	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	1 2 3 3 3 1 2 3 3 3	• It's Your Decision • Newfoundland Ponies: A Memoir • Manitoba Flood Facts • The Red River Flood • We Are Plooters • I Was Born Here in this City • Canada, My Home • In My Back Yard • Picture This

General Outcome 4					
• Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
4.2 Attend to Conventions					
Attend to grammar and usage	• use words and phrases to modify and clarify ideas in own writing	✓ ✓ ✓ ✓	✓ ✓	1 2 2 3 3 3	• The Grade Five Lie • An Interview on the Internet • Newfoundland Ponies: A Memoir • The Red River Flood • In My Back Yard • Picture This
	• identify irregular verbs, and use in own writing	✓ ✓	✓	2 2 1	• Wolf Island • Watching Grey Whales • We Are Plotterers
	• identify past, present and future verb tenses, and use in sentences	✓	✓	2 1	• Watching Grey Whales • We Are Plotterers
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	✓ ✓	✓ ✓ ✓ ✓ ✓	2 2 1 1 1 1 2 3 3 3 3	• Wolf Island • Survival in the City • The Earth Game • The Visitor • The Vision Seeker • Sweet Clara and the Freedom Quilt • How to Build a House • Canada, My Home • In My Back Yard • The First Red Maple Leaf • An Adventure on Island Rock
	• study and use the correct spelling of commonly misspelled words in own writing				• Activities and strategies addressing this outcome will be developed for the Alberta Teacher's Guides
	• know and apply Canadian spelling conventions when editing and proofreading own writing				• Activities and strategies addressing this outcome will be developed for the Alberta Teacher's Guides
Attend to capitalization and punctuation	• use capital letters, appropriately, in titles, headings and subheadings in own writing				• Activities and strategies addressing this outcome will be developed for the Alberta Teacher's Guides
	• use quotation marks and separate paragraphs to indicate passages of dialogue in own writing	✓	✓	1 3	• Fifteen Minutes • Naomi's Road
	• recognize various uses of apostrophes, and use them appropriately in own writing	✓		1	• Returning to the Ancestral Home

General Outcome 4					
• Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
4.3 Present and Share					
Present information	• organize ideas and information in presentations to maintain a clear focus and engage the audience	✓		1	<ul style="list-style-type: none"> • The Grade Five Lie • Watching Grey Whales • Red River courage • Making a Newspaper • And Now, Sports with Barb Ondrusek • Challenge of Champions • A Landfill Debate in New Brunswick • The Visitor • Awards Day • The Little Pigs Housing Project • Naomi's Road • Josepha: A Prairie Boy's Story • The First Red Maple Leaf • Picture This
		✓		2	
		✓		3	
		✓		3	
		✓		3	
			✓	3	
			✓	1	
			✓	1	
			✓	2	
			✓	3	
Enhance presentation	• use effective openings and closings that attract and sustain reader or audience interest	✓		1	<ul style="list-style-type: none"> • The Grade Five Lie • Watching Grey Whales • Red River Courage • Headline News • Challenge of Champions • A Landfill Debate in New Brunswick • The Visitor • The Little Pigs Housing Project • The Dip • Naomi's Road • Josepha: A Prairie Boy's Story
		✓		2	
		✓		3	
		✓		3	
		✓		3	
			✓	1	
			✓	1	
			✓	2	
			✓	3	
			✓	3	
Use effective oral and visual communication	• adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention	✓		1	<ul style="list-style-type: none"> • Fifteen Minutes • The Grade Five Lie • It's Your Decision • Making a Newspaper • And Now, Sports with Barb Ondrusek • Challenge of Champions • We Are Plooters • A Landfill Debate in New Brunswick • The Earth Game • The Visitor • Sweet Clara and the Freedom Quilt • Awards Day • The Little Pigs Housing Project • Canada, My Home • The Dip • Naomi's Road • Josepha: A Prairie Boy's Story
		✓		1	
		✓		1	
		✓		3	
		✓		3	
			✓	3	
			✓	1	
			✓	1	
			✓	1	
			✓	1	
			✓	1	
			✓	1	
			✓	1	
			✓	1	
			✓	1	
Demonstrate attentive listening and viewing	• identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter	✓		3	<ul style="list-style-type: none"> • Challenge of Champions • The Visitor • Sweet Clara and the Freedom Quilt • The Dip • Josepha: A Prairie Boy's Story
			✓	1	
			✓	1	
			✓	3	
			✓	3	

General Outcome 4					
• Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
Demonstrate attentive listening and viewing (<i>con't</i>)	• show respect for the presenter's opinions by listening politely and providing thoughtful feedback	✓		2	<ul style="list-style-type: none"> • For the Birds • Making a Newspaper • Challenge of Champions • We Are Plooters • A Landfill Debate in New Brunswick • The Earth Game
		✓		3	
		✓		3	
			✓	1	
			✓	1	
		✓	1		

General Outcome 5					
• Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
5.1 Respect Others and Strengthen Community					
Appreciate diversity	<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 	✓		1	<ul style="list-style-type: none"> • Floodwaters • The Dust Bowl • Returning to the Ancestral Home • Captured Moments • Manitoba Flood Facts • Red River Courage • The Vision Seekers • Sweet Clara and the Freedom Quilt • Canada, My Home • Naomi's Road
		✓		1	
✓		1			
✓		3			
✓		3			
✓		3			
		✓	1		
		✓	1		
		✓	3		
		✓	3		
Relate texts to culture	<ul style="list-style-type: none"> • compare own and others' responses to ideas and experiences related to oral, print and other media texts 	✓		1	<ul style="list-style-type: none"> • Decisions to Grow On • Liam McLafferty's Choice • Red River Courage • Headline News • Challenge of Champions • The Last Days of the Giddywit • A Landfill Debate in New Brunswick • Natural Builders
		✓		1	
✓		1			
✓		3			
✓		3			
✓		3			
		✓	1		
		✓	1		
		✓	3		
		✓	3		
Relate texts to culture	<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 	✓		1	<ul style="list-style-type: none"> • The Dust Bowl • Returning to the Ancestral Home • Sweet Clara and the Freedom Quilt • Working Together with One Heart • Naomi's Road
		✓		1	
			✓	1	
			✓	3	
Celebrate accomplishments and events	<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"> • Activities and strategies addressing this outcome will be developed for the Alberta Teacher's Guides
Use language to show respect	<ul style="list-style-type: none"> • determine and use language appropriate to the context of specific situations 		✓	1	<ul style="list-style-type: none"> • A Landfill Debate in New Brunswick • Working Together with One Heart • The Little Pigs Housing Project • The Dip
			✓	1	
			✓	2	
			✓	3	

General Outcome 5					
<ul style="list-style-type: none"> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others. 					
Outcomes	Grade 5 Outcomes	What Should I Do?	Making a Difference	Unit	Selection
5.2 Work Within a Group					
Cooperate with others	<ul style="list-style-type: none"> accept and take responsibility for fulfilling own role as a group member 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> 1 3 3 3 1 1 1 2 3 3 3 3 3 	<ul style="list-style-type: none"> Decisions to Grow On Headline News Making a Newspaper Challenge of Champions We Are Plooters The Last Days of the Giddywit The Lightwell The Little Pigs Housing Project Canada, My Home Naomi's Road Josepha: A Prairie Boy's Story Picture This An Adventure on Island Rock
	<ul style="list-style-type: none"> discuss and decide whether to work individually or collaboratively to achieve specific goals 				
Work in Groups	<ul style="list-style-type: none"> formulate questions to guide research or investigations, with attention to specific audiences and purposes 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> 1 1 1 2 2 2 2 2 2 3 3 3 1 	<ul style="list-style-type: none"> Zora Hurston and the Chinaberry Tree The Dust Bowl Returning to the Ancestral Home The endless March Survival in the City For the Birds An Interview on the Internet Newfoundland Ponies What's in a Newspaper? And Now, Sports with Barb Ondrusek Challenge of Champions A Landfill Debate in New Brunswick
	<ul style="list-style-type: none"> contribute ideas to help solve problems, and listen and respond constructively 	<ul style="list-style-type: none"> ✓ ✓ 		<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> 1 1 1 1 2 3 3
Evaluate group process	<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"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> 3 3 1 3 	<ul style="list-style-type: none"> Headline News Challenge of Champions The Last Days of the Giddywit Picture This