GRADE **5**

GRADE 5 | ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 5, students will:

Purpose

1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks *(e.g., to understand learning strategies modelled by the teacher during think-alouds; to develop a response to a commentary on an issue; to share information and ideas about a topic with peers during conversations, discussions, and meetings; to become familiar with and appreciate the sounds of different types of poetry)*

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups *(e.g., ask questions to clarify understanding before responding; affirm and build on the ideas of others; summarize and respond constructively to ideas expressed by others; use brief vocal prompts to signal agreement or interest during conversations:* Yes; Say that again, please; Tell me more*)*

Comprehension Strategies

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts *(e.g., ask questions about facts, inferences, and value judgements to focus and clarify understanding of the themes in an oral text; summarize and synthesize ideas to deepen understanding of an oral text; use self-questioning and predict questions that might be asked to monitor understanding while listening)*

Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details *(e.g., summarize an episode of a favourite television program for a small group; summarize the ideas in a book read aloud to the class)*

Making Inferences/Interpreting Texts

1.5 make inferences about oral texts using stated and implied ideas in the texts as evidence *(e.g., ask questions to generate inferences about an oral text:* What would happen if…? I wonder what was meant by…?*)*

Extending Understanding

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them *(e.g., relate the content of*

an oral presentation to that of books, articles, movies, television shows, or videos on the same topic; discuss issues related to the topic of an oral text; use role play and drama to explore ideas, emotions, or issues presented in oral texts)

Analysing Texts

1.7 analyse oral texts and explain how specific elements in them contribute to meaning *(e.g., ideas and information, word choice, tone of voice, pace of delivery, body language)*

Teacher prompt: "Did the speaker's tone of voice communicate a different message from his or her actual words?"

Point of View

1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view *(e.g., use drama or role play to explore the perspective of the minor characters in a play; respond to a speaker who expresses an alternative point of view on an issue; ask a variety of people for their views about a topic)*

Teacher prompts: "How would the content of this text change if it were presented from a different point of view?" "How would the language the author uses need to change to reflect a different point of view?" "What other voices do you think should be heard on this topic?" "Is the text fair?"

Presentation Strategies

1.9 identify a range of presentation strategies used in oral texts and analyse their effect on the audience *(e.g., the use of emotive language, one-sided arguments, or exaggerated claims)*

Teacher prompt: "Why do you think the speaker repeats that phrase so often?"

2. Speaking to Communicate

By the end of Grade 5, students will:

Purpose

2.1 identify a variety of purposes for speaking *(e.g., to justify opinions and thinking in discussion and dialogue groups; to ask questions or explore solutions to problems in small groups; to share information or ideas about a topic with a group; to share*

data; to entertain; to interact in social situations; to contribute meaningfully and work constructively in groups)

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions *(e.g., ask questions to clarify understanding before responding; respond to a group member's comment by making a personal connection to their own experience; show awareness of and sensitivity towards the background and experiences of other group members when expressing their own views)*

Clarity and Coherence

2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form *(e.g., present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details)*

Appropriate Language

2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience *(e.g., use evocative images, personal anecdotes, quotations, vocabulary from curriculum subject areas, and appropriate technical terminology to achieve particular effects)*

Vocal Skills and Strategies

2.5 identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning *(e.g., use a formal or informal tone as required by the context)*

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning *(e.g., use facial expression appropriately to indicate agreement or confusion during a discussion)*

Visual Aids

2.7 use a variety of appropriate visual aids *(e.g., posters, charts, maps, globes, computer-generated organizers)* to support or enhance oral presentations *(e.g., use ministry-licensed software to create a Venn diagram to compare two different biographies)*

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 5, students will:

Metacognition

3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

Teacher prompts: "How do you check to be sure you understand correctly what others are saying during a discussion?" "How do you make decisions about when to speak and when to listen?"

Interconnected Skills

3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompts: "What have you learned as a writer that you can use to make your oral presentations more effective?" "What do you think the connection is between your experience as a reader and your ability to understand what you hear?"

GRADE 5 | **READING**

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

3. use knowledge of words and cueing systems to read fluently;

4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 5, students will:

Variety of Texts

1.1 read a variety of texts from diverse cultures, including literary texts (*e.g., short stories, poetry, myths, culturally focused legends, plays, biographies, novels)*, graphic texts *(e.g., graphic novels, hobby or sports magazines, advertisements, logos, atlases, graphic organizers, charts and tables)*, and informational texts *(e.g., editorials, reports, biographies, textbooks and other non-fiction materials, print and online articles, personal electronic and online texts such as e-mails)*

Purpose

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes *(e.g., an online or print encyclopedia article for background information, dictionaries to clarify word meanings, biographies for information about authors or historical figures, print and online newspapers/magazines for information on current issues, e-mail and text messages from friends)*

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts *(e.g., activate prior knowledge through asking questions about or discussing a topic; develop mind maps to explore ideas; ask questions to focus reading; use visualization to clarify details of a character, scene, or concept in a text; make predictions about a text based on reasoning and related reading; reread to confirm or clarify meaning)*

Demonstrating Understanding

1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details *(e.g., topic sentence and supporting points in paragraphs, reports, online and print newspaper articles, restaurant or cafeteria menus; theme and supporting plot details in short stories, myths, and fairy tales)*

Making Inferences/Interpreting Texts

1.5 use stated and implied ideas in texts to make inferences and construct meaning

Teacher prompts: "What do you think will happen based on what the author has told you so far?" "What is the author suggesting 'between the lines'?"

Extending Understanding

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Teacher prompts: "How does your experience of a similar situation help you understand this character's choices?" "How does what you are reading now compare to what you have already read on this topic?"

Analysing Texts

1.7 analyse texts and explain how various elements in them contribute to meaning *(e.g., narrative:* character development, plot development, mood, theme; *report:* introduction, body, conclusion)*

Teacher prompts: "What devices did the author use to try to make you sympathize with the character? Were they effective?" "How did the author tie the concluding paragraph to the opening statement?"

Responding to and Evaluating Texts

1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views *(e.g., sort and classify information from a text to see what conclusions it supports or suggests; create a profile of a character based on stated or implied information in the text)*

Teacher prompt: "Do you think this character's actions accurately reveal his thoughts? What evidence from the text supports your conclusion?"

Point of View

1.9 identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives *(e.g., ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role-play an interview with a person who represents one of the missing voices)*

Teacher prompts: "Whose point of view is fully explored? Why?" "Do you see any evidence of stereotyping in this text?"

2. Understanding Form and Style

By the end of Grade 5, students will:

Text Forms

2.1 analyse a variety of text forms and explain how their particular characteristics help

communicate meaning, with a focus on literary texts such as short stories *(e.g., how character, setting, and plot illustrate the theme)*, graphic texts such as a logo *(e.g., how the elements work together to convey a message)*, and informational texts such as a movie review *(e.g., how the "lead" is used to signal whether the review is positive or negative)*

Text Patterns

2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts *(e.g., comparison in a report; time order in a biography; cause and effect in an explanation)*

Text Features

2.3 identify a variety of text features and explain how they help readers understand texts *(e.g., indexes, maps, charts, lists, photographs, menus, glossaries, tables of contents help the reader locate and verify information)*

Elements of Style

2.4 identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning *(e.g., a series of short sentences can help communicate a sense of finality:* He didn't. He couldn't. He wouldn't. The matter was settled. It was time to move on.*)*

3. Reading With Fluency

By the end of Grade 5, students will:

Reading Familiar Words

3.1 automatically read and understand most words in common use *(e.g., words from grade-level texts, subject-specific terminology used regularly in discussions and posted on anchor charts, words from shared- and guided-reading texts and some regularly used resource materials in the curriculum subject areas)*

Reading Unfamiliar Words

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues *(e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language)*;

- syntactic (language structure) cues *(e.g., word order, language patterns, punctuation)*;

- graphophonic (phonological and graphic) cues *(e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words, visual cues that indicate irregular plurals)*

Reading Fluently

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose *(e.g., read a poem aloud with appropriate phrasing and emphasis)*

4. Reflecting on Reading Skills and Strategies

By the end of Grade 5, students will:

Metacognition

4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers

Teacher prompts: "Did preparing a list of questions to answer help you to find the information you needed from the biography?" "How do you know when you are not understanding during reading?" "What 'fix-up' strategies do you use when a passage is hard to understand?"

Interconnected Skills

4.2 explain, in conversations with peers and/or the teacher or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read *(e.g., viewing a television program or video about a topic before reading a text on the same topic builds background knowledge, introduces content-specific vocabulary, and offers a different perspective on the topic)*

GRADE 5 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 5, students will:

Purpose and Audience

1.1 identify the topic, purpose, and audience for a variety of writing forms *(e.g., a poem or song on a social issue for performance by the class; a formal letter to the teacher outlining their opinion on eliminating soft drinks from the school vending machine; an article explaining the water cycle and including a flow chart, for an online student encyclopedia)*

Developing Ideas

1.2 generate ideas about a potential topic and identify those most appropriate for the purpose

Research

1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources *(e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered)*

Classifying Ideas

1.4 sort and classify ideas and information for their writing in a variety of ways *(e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a web or ranking ladder)*

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies *(e.g., making jot notes; following a writing framework)* and organizational patterns *(e.g., chronological order, comparison, cause and effect)*

Review

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary *(e.g., review material with a partner using a mind map or timeline)*

2. Using Knowledge of Form and Style in Writing

By the end of Grade 5, students will:

Form

2.1 write longer and more complex texts using a variety of forms *(e.g., a biographical sketch, based on research; a report, including research notes, describing the effect of the natural environment on an early civilization; an outline of the procedure for becoming a Canadian citizen; an explanation of how a human organ system functions, using pictures, captions, and notes; a review of or commentary on a*

book, movie, or video game; a myth using themes identified in reading; a pamphlet on a socially relevant topic they have studied this year)

Voice

2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences *(e.g., use a serious tone in a letter to the editor, a humorous tone in a letter to a friend)*

Word Choice

2.3 use some vivid and/or figurative language and innovative expressions to add interest *(e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly)*

Sentence Fluency

2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences *(e.g., The latch was stiff, and the boy struggled to open the door. Finally, with much effort, he forced it open.)*

Point of View

2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence

Teacher prompt: "Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?"

Preparing for Revision

2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features *(e.g., effective use of language, logical organization)*

Teacher prompts: "Can you describe two nouns more specifically by adding appropriate adjectives?" "Are there ideas in the body of the paragraph that should be included in your topic sentence?"

Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies *(e.g., use coloured pens and/or cutting and pasting to identify and move chunks*

of text that need to be reordered; add or substitute words and phrases, including vocabulary from other subjects and figurative language such as similes and personification, to achieve particular effects; adjust sentence length and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory)

Teacher prompt: "Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?"

Producing Drafts

2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 5, students will:

Spelling Familiar Words

3.1 spell familiar words correctly *(e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum)*

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling *(e.g., pronounce the silent letters in words:* **p***-neumonia; divide polysyllabic words into syllables; visualize irregular plurals; apply rules for adding -ed, -ing and -er, -est to base words; use memory tricks to memorize the letter order of irregular spellings; use the meaning of common prefixes and suffixes to understand and spell new words)*

Vocabulary

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose *(e.g., locate guide words, word meanings, spelling charts, pronunciation keys, schwa symbol, idioms, inflected forms, and information about word origins in online or*

print dictionaries; use a variety of thematic dictionaries such as a bilingual dictionary or a crossword dictionary; use a thesaurus to find alternative words)

Punctuation

3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before *and* or *but* in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

Grammar

3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns *(e.g., courage, hope)*; collective nouns *(e.g., flock of birds)*; adjectives, including comparative adjectives *(e.g., bigger, more expensive)*; the helping verb *have*; adverbs modifying verbs *(e.g., when, where, how)*; comparative adverbs *(e.g., faster, slower)*

Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher *(e.g., an editing checklist specific to the writing task)*

Publishing

3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout *(e.g., use legible printing and cursive writing; include a labelled diagram, photographs, and a beginning glossary of terms in a read-aloud information book for younger children; use a formal letter layout for a letter to a public official)*

Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

4. Reflecting on Writing Skills and Strategies

By the end of Grade 5, students will:

Metacognition

4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers *(e.g., use a three-column reflective journal to monitor the writing process:* What happened? How do I feel about it? What did I learn?*)*

Teacher prompts: "What did you know about your audience that informed your planning process?" "What strategy did you find most helpful for organizing information?" "What editing strategies are most effective for you?"

Interconnected Skills

4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "How has exploring different authors' perspectives on an issue helped you prepare for writing?" "Explain how dialogue with your peers can help you to express your opinion when you are writing."

Portfolio

4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. demonstrate an understanding of a variety of media texts;

2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 5, students will:

Purpose and Audience

1.1 identify the purpose and audience for a variety of media texts *(e.g., this sitcom is designed to appeal to teenagers; this comic book is designed to appeal to younger girls; this CD-ROM contains information for people interested in sharks)*

Teacher prompt: "Who is this work intended/not intended for? What evidence in the work tells you that?"

Making Inferences/Interpreting Messages

1.2 use overt and implied messages to draw inferences and construct meaning in media texts *(e.g., overt message in an advertisement showing the product's user surrounded by friends:* This product is so good that you and your friends will all like it; *implied messages:* Using this product will make you popular; not using it may make you an outsider; popularity is based on having the right things)

Teacher prompt: "What are the overt and implied messages conveyed by this T-shirt, which displays the logo of a popular rock band? Is the implied message more powerful than the overt message? Why, or why not? Do you think this T-shirt sends a message about the person wearing it?"

Responding to and Evaluating Texts

1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions *(e.g., explain why they think the coverage of an event by one media news source is more interesting and/or more reliable than the coverage of the same event by another source; defend an opinion about whether a media text that excludes groups such as girls or racial or ethnocultural minorities is sending a harmful message)*

Audience Responses

1.4 explain why different audiences might respond differently to the same media text *(e.g., identify some different responses to their favourite music and suggest reasons for the differences)*

Teacher prompts: "What do you think of this media text? Who might agree or disagree with your opinion?" "How does gender/age/culture seem to influence people's choices? Give examples."

Point of View

1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate,

suggest how a more balanced view might be represented *(e.g., this documentary about various athletes does not include athletes who have physical disabilities; another character could be included to represent their experience)*

Teacher prompt: "Whose point of view is missing in this media text? How could the text be changed to include that point of view?"

Production Perspectives

1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded *(e.g., publishers produce magazines for specific audiences to entertain, inform, and make money, using funds from sales and advertising; music companies produce CDs to entertain and make money, using funds from direct sales)*

Teacher prompt: "What are the different professions that would be involved in producing a newspaper? A CD? How much would it cost to produce a newspaper or a CD? How could we find out?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 5, students will:

Form

2.1 describe in detail the main elements of some media forms *(e.g., television talk show:* host, studio audience, guests, commercial breaks; *news broadcast:* news anchor, reporters, video clips, commercial breaks; *television sitcom:* standard set, regular cast, visiting actors, laugh track, plot problem and complications, happy ending*)*

Teacher prompt: "What do you expect to see when you watch a sitcom that you don't expect in a talk show?"

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience *(e.g. newspapers: separate sections for international/national news, sports, entertainment, and local events to appeal to a wide range of interests; headlines, photographs with captions, and graphics to add human interest and impact; photographs*

of columnists to signal that they are expressing a personal opinion)

Teacher prompts: "In what ways are the layouts of these two newspapers similar? In what ways are they different? Can you suggest reasons for the similarities and differences?" "How many sections are there in this newspaper? What sorts of advertisements appear in the different sections? Can you explain why they differ?"

3. Creating Media Texts

By the end of Grade 5, students will:

Purpose and Audience

3.1 describe in detail the topic, purpose, and audience for media texts they plan to create *(e.g., an advertising campaign to encourage students to participate in a charity drive)*

Teacher prompt: "What do you want to say? Who is your audience? How do you want to influence your audience?"

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice *(e.g., a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken or planned by members of the school community)*

Teacher prompt: "Why would a pamphlet or a newsletter be better than a poster to communicate this message?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message *(e.g., the components of the dinner menu for a restaurant: different sections for each course, descriptions of ingredients, catchy titles for different dishes, and prices are included to interest diners in the various dishes and give them information they need to make choices)*

Teacher prompt: "In what ways would a menu for a fast-food restaurant differ from a menu for a fine-dining restaurant?"

Producing Media Texts

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (*e.g.,*

- *a T-shirt to be worn by a character in a story or television show*

- *a pamphlet on a socially relevant topic they have studied this year*

- *a collection of images (downloaded, clipped, or scanned, as appropriate) from various sources, such as magazines, the Internet, newspapers, or textbooks, to illustrate a topic from a cross-curricular unit of study*

- *a flyer/poster, created using software, to advertise a school event*

- *a mock television commercial for a food product, drink, or item of clothing*

- *a news broadcast about a topic – such as immigration – from a cross-curricular unit of study*

- *a breakfast, lunch, or dinner menu for a restaurant depicted in a novel, short story, or film)*

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 5, students will:

Metacognition

4.1 identify, with some support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

Teacher prompt: "Reflect on the media product(s) you have created. What did you learn from the process? How will that influence your next effort?"

Interconnected Skills

4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompts: "How are reading, viewing, and listening similar? How can your strengths in one area help you in another?" "How can listening to a music soundtrack help you understand the feelings of a character?" "How are talking, writing, and creating media texts similar? How do strengths in one area help you in another? How can writing skills help you in producing media texts?"