

Correlation --- The Manitoba English Language Arts: A Foundation for Implementation to Scholastic Moving Up with Literacy Place

Specific Outcome Statements	Scholastic Moving Up with Literacy Place 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	
<i>1.1.1 Express Ideas</i>	
Use personal experiences as a basis for exploring, predicting, and expressing opinions and understanding.	<p><u>Program Planning Guide</u> pages 141 - 145, 151, 156, 165, 167, 168, 179–183</p> <p><u>Literacy Support Guide</u> pages 29, 224, 226, 227</p> <p><u>Guided Reading</u> 100 Things You Really Need to Know About Geography! page 8 Getting It All Done page 4 Smart Spy Catalogue page 5 Taking a Stand page 4 The Worms Are Invading page 8</p> <p><u>Strategy Units</u> Evaluating pages 31, 37, 46 Inferring pages 27, 43 Making Connections page 24 Self-Monitoring pages 24, 46, 47 Sequencing pages 25, 50, 62 Synthesizing pages 74</p>
<i>1.1.2 Consider Others' Ideas</i>	
Seek others' viewpoints to build on personal responses and understanding.	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</p> <p><u>Guided Reading</u> : Getting It All Done page 4 Smart Spy Catalogue page 6</p> <p><u>Strategy Units:</u> Analyzing pages 14, 19, 23, 27, 28, 33 Evaluating pages 14, 17, 19, 22, 23, 27, 29, 30, 34, 35, 48, 49 Inferring pages 14, 17–19, 22, 23, 25–27, 33, 46, 48–51 Making Connections pages 14–23, 26–29, 41–43 Predicting pages 16–19, 26, 29, 30, 41</p>

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1.1.3 <i>Experiment with Language and Form</i>	
Recognize and use favourite forms of self-expression.	<p><u>Program and Planning Guide</u> pages 144, 145</p> <p><u>Literacy Support Guide</u> pages 230, 261, 283, 285</p> <p><u>Guided Reading</u> :</p> <p>100 Things You Really Need to Know About Geography! page 8 Water page 8</p> <p><u>Strategy Units</u>:</p> <p>Analyzing pages 56, 58 Evaluating pages 64, 65, 67 Inferring pages 67, 68, 70 Making Connections pages 55, 56, 58 Predicting pages 57, 58, 60 Self-Monitoring pages 57, 59, 60 Sequencing pages 63, 65 Synthesizing pages 84, 86</p>
1.1.4 <i>Express Preferences</i>	
Review personal collection of favourite oral, literary, and media texts and share responses to preferred forms.	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79</p> <p><u>Guided Reading</u>:</p> <p>100 Things You Really Need to Know About Geography! page 8 The Beauty of Bogs pages 2–4 A Fish Tale page 7 Getting It All Done pages 3, 4 Greece page 2 Inside Irish Myths and Legends page 4 Living in the Freezer: The Antarctica Book pages 4, 6–8 Parker Shanahan, Survivor Against All Odds page 8 Pet of the Week page 2 Smart Spy Catalogue pages 2, 4–8 Snowstorm page 5 Taking a Stand pages 2, 4 That’s Gross! pages 2, 5 Twenty-Dollar Reward pages 2, 7, 8</p> <p><u>Strategy Units</u>:</p> <p>Inferring pages 16, 17, 25, 26 Evaluating pages 14–17, 19–22, 24–30, 35–37, 48–52 Making Connections pages 20–24</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
1.1.4 Express Preferences	
(continued) Review personal collection of favourite oral, literary, and media texts and share responses to preferred forms.	Predicting pages 19–21, 29, 41 Self-Monitoring pages 30, 46 Sequencing pages 18, 22, 24, 31 Synthesizing pages 14–16, 20–22, 30, 34, 41–43, 56, 57, 61, 65, 69, 72, 73 <u>Book Club Units:</u> All Systems Go! pages 14–16, 18, 20–23 Bully-Free Zone page 19 Have You Seen Art? pages 16, 18–22, 25, 26
1.1.5 Set Goals	
Set personal goals to enhance language learning and use.	<u>Program and Planning Guide</u> pages 149, 157, 171 <u>Guided Reading :</u> The Worms Are Invading page 4 <u>Strategy Units:</u> Analyzing pages 60, 63 Evaluating pages 68, 71 Inferring pages 71, 72, 75 Making Connections pages 59, 60, 63 Predicting pages 61, 64 Self-Monitoring pages 61, 64 Sequencing pages 66, 70 Synthesizing pages 87, 88, 91 <u>Book Club Unit:</u> Crimes, Clues, and Suspects page 46
1.2 Clarify and Extend	
1.2.1 Develop Understanding	
Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts.	<u>Program and Planning Guide</u> pages 65, 82, 101 All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units
1.2.2 Explain Opinions	
Explain the importance of linking personal perceptions and ideas to new concepts	<u>Program Planning Guide</u> pages 141 - 145, 151, 156, 165, 167, 168, 179–183

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
1.2.2 <i>Explain Opinions</i>	
<p>(continued) Explain the importance of linking personal perceptions and ideas to new concepts.</p>	<p><u>Literacy Support Guide</u> pages 29, 224, 226, 227</p> <p><u>Guided Reading</u> 100 Things You Really Need to Know About Geography! page 8 Getting It All Done page 4 Smart Spy Catalogue page 5 Taking a Stand page 4 The Worms Are Invading page 8</p> <p><u>Strategy Units</u> Evaluating pages 31, 37, 46 Inferring pages 27, 43 Making Connections page 24 Self-Monitoring pages 24, 46, 47 Sequencing pages 25, 50, 62 Synthesizing pages 74</p>
1.2.3 <i>Combine Ideas</i>	
<p>Organize ideas and information in ways that clarify and shape understanding.</p>	<p><u>Program and Planning Guide</u> pages 143–145, 156</p> <p><u>Literacy Support Guide</u> pages 17, 21–23, 64, 224–226, 232–234, 239–241</p> <p><u>Guided Reading</u> : 100 Things You Really Need to Know About Geography! page 8 Water page 8</p> <p><u>Strategy Units</u>: Analyzing page 45, 54, 55, 57, 58 Evaluating pages 63, 64, 66 Inferring pages 66, 67, 69 Making Connections pages 24, 54, 55, 57 Predicting page 22, 56, 57, 59 Self-Monitoring pages 55, 56, 58, 59 Sequencing pages 62, 64 Synthesizing pages 83, 85</p> <p><u>Book Club Unit</u>: Crimes, Clues, and Suspects pages 41, 42, 44</p>

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<i>1.2.4 Extend Understanding</i>	
Appraise ideas for clarity and ask extending questions.	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</p> <p><u>Guided Reading</u> :</p> <p>Getting It All Done page 4 Smart Spy Catalogue page 6</p> <p><u>Strategy Units</u>:</p> <p>Analyzing pages 14, 19, 23, 27, 28, 33 Evaluating pages 14, 17, 19, 22, 23, 27 - 30, 34, 35, 48, 49 Inferring pages 14, 17–19, 22, 23, 25–27, 33, 46, 48–51 Making Connections pages 14–23, 26–29, 41–43 Predicting pages 16–19, 26, 29, 30, 41 Self-Monitoring pages 18, 20, 22, 23, 27, 28, 30, 42, 46 Sequencing pages 15, 16, 18, 19, 21–24, 27, 31, 44, 48 Synthesizing pages 23, 30, 34, 41, 55, 60, 64, 68, 72</p> <p><u>Book Club Units</u>:</p> <p>All Systems Go! pages 10–13 Bully-Free Zone page 9 Crimes, Clues, and Suspects page 39 Have You Seen Art? pages 15, 24</p>
General Outcome 2	
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary, and media texts.	
2.1 Use Strategies and Cues	
<i>2.1.1 Prior Knowledge</i>	
Describe and build upon connections between previous experiences, prior knowledge, and a variety of texts.	<p><u>Program and Planning Guide</u> pages 60–140 All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
<i>2.1.2 Comprehension Strategies</i>	
Use a variety of comprehension strategies [including setting a purpose, asking questions, inferring, and confirming or rejecting predictions and conclusions]; confirm understanding and self-correct when necessary.	<p><u>Program and Planning Guide</u> pages 60–140</p> <p><u>Literacy Support Guide</u> pages 154–167</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>

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2.1.3 <i>Textual Cues</i>	
Use textual cues [such as key ideas, sequence of major events, table of contents, glossaries...] to construct and confirm meaning.	<p><u>Program and Planning Guide</u> pages 65, 82</p> <p><u>Literacy Support Guide</u> pages 158, 159</p> <p><u>Guided Reading:</u> 100 Things You Really Need to Know About Geography! pages 4, 6 Beijing: Heart and Soul of China page 2 Bottle of Light page 2 Canuck Cards page 2 A Fish Tale page 2 Getting It All Done page 2 The Gifts of the Animals pages 2, 3 Giuseppe page 2 Greece page 2 Inside Irish Myths and Legends page 2 It's a Wrap: A Mummy's Tale page 4 Living in the Freezer: The Antarctica Book page 3 Mary's Way pages 2, 4 Masks page 2 Mystery of the Blue Scarab pages 5–7 Parker Shanahan, Survivor Against All Odds pages 2, 6 Pet of the Week page 2 School Trip pages 2, 7 Smart Spy Catalogue page 6 Snowstorm pages 2, 5 Taking a Stand page 2 That's Gross! page 2 Twenty-Dollar Reward pages 2, 5–7 Water pages 2, 5, 7 When Earth Shakes page 5 The Worms Are Invading page 2</p> <p><u>Strategy Units:</u> Analyzing pages 13, 22, 32 Evaluating pages 35, 49, 50 Inferring pages 25, 31–33, 46, 48, 50–52 Predicting pages 13, 14, 20, 27, 28, 43 Self-Monitoring pages 16, 17, 27, 29, 31, 42, 43, 45 Sequencing pages 15, 18, 27, 28, 30, 46, 47 Synthesizing pages 13, 29, 40, 54, 59, 63, 67, 71</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
2.1.3 Textual Cues	
(continued) Use textual cues [such as key ideas, sequence of major events, table of contents, glossaries...] to construct and confirm meaning.	<u>Book Club Unit:</u> All Systems Go! page 12
2.1.4 Cueing Systems	
Use syntactic, semantic, and graphophonic cueing systems [including word order, context clues; structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning; use a dictionary to determine word meaning in context.	<u>Program and Planning Guide</u> pages 148, 149 <u>Literacy Support Guide</u> pages 310–321 <u>Strategy Units:</u> Analyzing pages 57, 59 Evaluating pages 65, 66–68 Inferring pages 68, 69, 71 Making Connections pages 56, 57, 59 Predicting pages 58, 59, 61 Self-Monitoring pages 58, 60, 61 Sequencing pages 64, 66 Synthesizing pages 85, 87 <u>Book Club Unit:</u> Crimes, Clues, and Suspects pages 44, 46
2.2 Respond to Texts	
2.2.1 Experience Various Texts	
Experience texts from a variety of forms and genres [such as historical fiction, myths, biographies...] and cultural traditions; explain preferences for particular types of oral, literary, and media texts.	<u>Program and Planning Guide</u> pages 179–183 <u>Literacy Support Guide</u> page 29 <u>Guided Reading :</u> 100 Things You Really Need to Know About Geography! page 8 Beijing: Heart and Soul of China page 8 Canuck Cards page 7 Getting It All Done page 2 Giuseppe page 4 It's a Wrap: A Mummy's Tale page 8 Living in the Freezer: The Antarctica Book page 8 Marvelous Marsupials: A Guide to Kangaroos page 2 Masks page 8 Smart Spy Catalogue page 8

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
<i>2.2.1 Experience Various Texts</i>	
(continued) Experience texts from a variety of forms and genres [such as historical fiction, myths, biographies...] and cultural traditions; explain preferences for particular types of oral, literary, and media texts.	Snowstorm page 8 Water page 8 When Earth Shakes page 8 The Worms Are Invading pages 2, 4 <u>Strategy Units:</u> Evaluating page 46 Inferring pages 46, 48, 49
<i>2.2.2 Connect Self, Texts, and Culture</i>	
Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].	<u>Program and Planning Guide</u> pages 125, 126 <u>Literacy Support Guide</u> pages 40–54 All Guided Reading Cards <u>Strategy Unit:</u> Analyzing pages 14–20, 23–28, 33–40, 45, 57, 59 Evaluating pages 14–31, 34–42, 48–52, 65, 67, 68 Inferring pages 14–27, 31–34, 36–39, 43, 46–56, 68, 69, 71 Making Connections pages 14–24, 26–32, 41–43, 56, 57, 59 Predicting pages 13–22, 26–34, 41–46, 58, 59, 61 Self-Monitoring pages 16–23, 27–36, 42–46, 58, 60, 61 Sequencing pages 15–24, 27–36, 40, 44–49, 64, 66 Synthesizing pages 14–25, 30–37, 41–43, 45–48, 55–57, 60–62, 64–66, 68, 69, 72–74, 85, 87 <u>Book Club Units:</u> All Systems Go! pages 8–26, 28, 29, 34–37 Bully-Free Zone pages 8–24, 26–32, 36–42 Crimes, Clues, and Suspects pages 9–25, 27–31, 38, 44, 46 Have You Seen Art? pages 9–33

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<i>2.2.3 Appreciate the Artistry of Texts</i>	
Identify descriptive and figurative language in oral, literary, and media texts.	<p><u>Literacy Support Guide</u> pages 9, 10, 15, 20, 21, 33, 36, 37, 387, 395</p> <p><u>Guided Reading:</u> 100 Things You Really Need to Know About Geography! page 6 Bottle of Light pages 5, 6 School Trip page 4</p> <p><u>Strategy Units:</u> Inferring pages 21, 27 Making Connections pages 33, 34 Predicting page 21 Self-Monitoring pages 21, 22 Synthesizing pages 24, 25, 42, 43, 73</p>
2.3 Understand Forms and Techniques	
<i>2.3.1 Forms and Genre</i>	
Understand and use a variety of forms and genres of oral, literary, and media texts [such as poetry, articles, news reports, documentaries...].	<p><u>Program and Planning Guide</u> pages 61, 62, 77, 80</p> <p><u>Literacy Support Guide</u> pages 158, 159</p> <p><u>Guided Reading:</u> 100 Things You Really Need to Know About Geography! page 2 The Beauty of Bogs pages 2, 3 Beijing: Heart and Soul of China page 2 Bottle of Light page 2 Canuck Cards page 2 Getting It All Done page 2 The Gifts of the Animals page 2 Giuseppe page 2 Greece page 2 Inside Irish Myths and Legends page 2 Living in the Freezer: The Antarctica Book page 3 Mary's Way page 2 Masks page 2 Mystery of the Blue Scarab page 2 Parker Shanahan, Survivor Against All Odds page 2 Pet of the Week page 2 School Trip page 2 Smart Spy Catalogue pages 3, 4 Snowstorm pages 2, 3</p>

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<i>2.3.1 Forms and Genre</i>	
<p>(continued) Understand and use a variety of forms and genres of oral, literary, and media texts [such as poetry, articles, news reports, documentaries...].</p>	<p>Taking a Stand page 2 That’s Gross! page 2 Twenty-Dollar Reward page 2 Two Chinese Myths page 2 Water page 2 When Earth Shakes page 2 The Worms Are Invading page 2</p> <p><u>Strategy Units:</u> Analyzing pages 33, 34 Evaluating pages 34, 48 Inferring pages 33, 46 Making Connections pages 26, 41 Predicting pages 26, 41 Self-Monitoring pages 16, 17, 45 Sequencing pages 15, 27, 28, 44, 47 Synthesizing pages 15, 30, 41, 55, 56</p> <p><u>Book Club Unit</u> All Systems Go! page 12</p>
<i>2.3.2 Techniques and Elements</i>	
<p>Identify key elements [including plot, setting, and characterization] and techniques [such as colour, music, speed...] in oral, literary, and media texts, and explore their impact.</p>	<p><u>Literacy Support Guide</u> page 186</p> <p><u>Guided Reading :</u> Charlie page 6 Mary’s Way page 3 Parker Shanahan, Survivor Against All Odds page 8</p> <p><u>Strategy Units:</u> Analyzing page 34 Evaluating page 49 Predicting page 19 Self-Monitoring pages 23, 46 Sequencing page 24</p>
<i>2.3.3 Vocabulary</i>	
<p>Identify how and why word structures and meaning change, and use accurate word meaning according to context.</p>	<p><u>Program and Planning Guide</u> pages 44, 77, 81, 184–192</p> <p><u>Guided Reading:</u> 100 Things You Really Need to Know About Geography! page 8 The Beauty of Bogs pages 2, 4 Beijing: Heart and Soul of China pages 7, 8</p>

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2.3.3 Vocabulary	
<p>(continued) Identify how and why word structures and meaning change, and use accurate word meaning according to context.</p>	<p>Bottle of Light page 8 Canuck Cards page 7 Charlie page 7 A Fish Tale pages 7, 8 Getting It All Done page 4 The Gifts of the Animals page 8 Giuseppe page 4 Greece page 7 Inside Irish Myths and Legends page 4 It's a Wrap: A Mummy's Tale page 8 Living in the Freezer: The Antarctica Book page 8 Marvelous Marsupials: A Guide to Kangaroos page 4 Masks page 8 Mary's Way page 8 Mystery of the Blue Scarab page 8 Parker Shanahan, Survivor Against All Odds page 8 Pet of the Week page 4 School Trip page 8 Smart Spy Catalogue page 8 Snowstorm pages 3, 8 Taking a Stand page 4 That's Gross! page 7 Twenty-Dollar Reward page 8 Two Chinese Myths page 7 Water page 8 When Earth Shakes page 8 The Worms Are Invading page 4</p> <p><u>Strategy Units:</u> Analyzing pages 20, 28, 45 Evaluating pages 31, 46, 54 Inferring pages 27, 43, 56 Making Connections pages 24, 38, 43 Predicting pages 22, 38, 46 Self-Monitoring pages 24, 25, 40, 46, 47 Sequencing pages 25, 40, 50 Synthesizing pages 24, 25, 37, 38, 52, 57, 62, 66, 70</p> <p><u>Book Club Units:</u> All Systems Go! page 24</p>

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<i>2.3.4 Experiment with Language</i>	
Experiment with words and sentence patterns to create word pictures; identify figures of speech [including personification] and ways in which they convey meaning.	<p><u>Literacy Support Guide</u> pages 9, 10, 15, 20, 21, 33, 36, 37, 387, 395</p> <p><u>Guided Reading:</u> 100 Things You Really Need to Know About Geography! page 6 Bottle of Light page 5 School Trip page 4</p> <p><u>Strategy Units:</u> Inferring pages 21, 27 Making Connections pages 33, 34 Predicting page 21 Self-Monitoring pages 21, 22 Synthesizing pages 24, 25, 42, 43, 73</p>
<i>2.3.5 Create Original Texts</i>	
Create original texts [such as journals, posters combining print and art, dioramas, travelogues...] to communicate and demonstrate understanding of forms and techniques.	<p><u>Program and Planning Guide</u> pages 142, 144, 145, 179-183</p> <p><u>Literacy Support Guide</u> pages 30, 42 - 46, 81, 93, 97, 101, 115, 224–230, 245–247</p> <p><u>Guided Reading :</u> 100 Things You Really Need to Know About Geography! page 8 Beijing: Heart and Soul of China page 8 Canuck Cards page 7 Giuseppe page 4 It's a Wrap: A Mummy's Tale page 8 Living in the Freezer: The Antarctica Book page 8 Marvelous Marsupials: A Guide to Kangaroos page 4 Masks page 8 Smart Spy Catalogue page 8 Snowstorm page 8 Two Chinese Myths page 7 Water page 8 When Earth Shakes page 8 The Worms Are Invading page 4</p> <p><u>Strategy Units:</u> Analyzing page 45 Inferring pages 27, 46, 56, 66 - 68</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
<i>2.3.5 Create Original Texts</i>	
(continued) Create original texts [such as journals, posters combining print and art, dioramas, travelogues...] to communicate and demonstrate understanding of forms and techniques.	Making Connections pages 24, 38 Predicting page 22 Synthesizing pages 62, 66
General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information	
3.1 Plan and Focus	
<i>3.1.1 Use Personal Knowledge</i>	
Summarize personal knowledge of a topic in categories to determine information needs.	<u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131 <u>Literacy Support Guide</u> pages 40–54 <u>Guided Reading:</u> 100 Things You Really Need to Know About Geography! pages 3, 5 The Beauty of Bogs page 3 Beijing: Heart and Soul of China pages 2, 3 Bottle of Light pages 4, 5, 7, 8 Canuck Cards pages 2, 3, 7 A Fish Tale pages 4, 6 Getting It All Done pages 3, 4 The Gifts of the Animals pages 2, 8 Giuseppe page 4 Greece page 4 Inside Irish Myths and Legends page 4 Living in the Freezer: The Antarctica Book pages 2, 3, 5, 7 Marvelous Marsupials: A Guide to Kangaroos pages 3, 4 Mary’s Way pages 5, 6, 8 Masks page 4 Mystery of the Blue Scarab page 5 Parker Shanahan, Survivor Against All Odds page 2 School Trip pages 6, 8 Smart Spy Catalogue pages 2, 3, 6, 7 Snowstorm pages 2, 4, 7, 8 Taking a Stand page 4 That’s Gross! pages 3, 6, 7

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
3.1.1 <i>Use Personal Knowledge</i>	
(continued) Summarize personal knowledge of a topic in categories to determine information needs.	<p>Twenty-Dollar Reward pages 4, 7 Two Chinese Myths pages 5–7 Water page 6 When Earth Shakes pages 3, 7, 8 The Worms Are Invading pages 3, 4</p> <p><u>Strategy Units:</u> Analyzing pages 18, 23 Evaluating pages 17, 19, 21–26, 28, 29, 34–36, 48–51 Inferring pages 31–34, 46, 50, 52, 53 Making Connections pages 17–22, 26–28, 41, 42 Predicting pages 16, 18–21, 26–29, 41–44 Self-Monitoring pages 23 Sequencing pages 25, 27, 31, 32 Synthesizing pages 22, 30, 35, 36, 42, 43, 55–57, 61, 62, 64–66, 69, 73, 74</p> <p><u>Book Club Units:</u> All Systems Go! pages 4, 15, 16, 19, 21–25, 38, 48 Bully-Free Zone pages 4, 14–19, 22–24, 26, 36, 49, 59 Crimes, Clues, and Suspects pages 4, 16–20, 22–25, 27, 38, 50, 60</p>
3.1.2 <i>Ask Questions</i>	
Formulate general and specific questions to identify information needs.	<p><u>Program and Planning Guide</u> pages 144, 145, 156, 175</p> <p><u>Literacy Support Guide</u> pages 226, 227, 245–250, 400–410</p> <p><u>Guided Reading :</u> Canuck Cards pages 6, 8 Charlie page 8 Greece page 8 Parker Shanahan: Survivor Against All Odds page 2 That’s Gross! page 8 Two Chinese Myths page 8 Water page 6 When Earth Shakes page 7 The Worms Are Invading page 2</p> <p><u>Strategy Units:</u> Analyzing pages 30, 31, 62 Evaluating page 70</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
3.1.2 <i>Ask Questions</i>	
(continued) Formulate general and specific questions to identify information needs.	Inferring pages 44, 57, 74 Making Connections page 62 Predicting pages 24, 39, 48, 63 Self-Monitoring page 63 Sequencing pages 41, 42, 53, 69 Synthesizing page 27, 28, 90 <u>Book Club Units:</u> All Systems Go! page 35 Bully-Free Zone pages 11, 14, 25, 27, 37 Crimes, Clues, and Suspects pages 10, 12, 37, 40, 48 Have You Seen Art? pages 13, 30
3.1.3 <i>Contribute to Group Inquiry</i>	
Share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research.	<u>Program and Planning Guide</u> pages 144, 145, 156, 175 <u>Literacy Support Guide</u> pages 226, 227, 245–250, 400 - 410 <u>Guided Reading :</u> Canuck Cards pages 6, 8 Charlie page 8 Greece page 8 Parker Shanahan: Survivor Against All Odds page 2 That’s Gross! page 8 Two Chinese Myths page 8 Water page 6 When Earth Shakes page 7 The Worms Are Invading page 2 <u>Strategy Units:</u> Analyzing pages 30, 31, 62 Evaluating page 70 Inferring pages 44, 57, 74 Making Connections page 62 Predicting pages 24, 39, 48, 63 Self-Monitoring page 63 Sequencing pages 41, 42, 53, 69 Synthesizing page 27, 28, 90 <u>Book Club Units:</u> All Systems Go! page 35 Bully-Free Zone pages 11, 14, 25, 27, 37

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
3.1.3 Contribute to Group Inquiry	
(continued) Share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research.	Crimes, Clues, and Suspects pages 10, 12, 37, 40, 48 Have You Seen Art? pages 13, 30
3.1.4 Create and Follow a Plan	
Gather and record information and ideas using a plan.	<p><u>Program and Planning Guide</u> pages 143–145, 156</p> <p><u>Literacy Support Guide</u> pages 17, 21–23, 64, 224–226, 232–234, 239–241</p> <p><u>Guided Reading</u> :</p> <p>100 Things You Really Need to Know About Geography! page 8 Water page 8</p> <p><u>Strategy Units</u>:</p> <p>Analyzing page 45, 54, 55, 57, 58 Evaluating pages 63, 64, 66 Inferring pages 66, 67, 69 Making Connections pages 24, 54, 55, 57 Predicting page 22, 56, 57, 59 Self-Monitoring pages 55, 56, 58, 59 Sequencing pages 62, 64 Synthesizing pages 83, 85</p> <p><u>Book Club Units</u>:</p> <p>Crimes, Clues, and Suspects pages 41, 42, 44</p>
3.2 Select and Process	
3.2.1 Identify Personal and Peer Knowledge	
Record personal knowledge of a topic and collaborate to generate information for inquiry or research.	<p><u>Literacy Support Guide</u> page 226</p> <p><u>Guided Reading</u>:</p> <p>Beijing page 7 Charlie page 7 Getting It All Done page 8 The Gifts of the Animals page 8 Greece page 6 Living in the Freezer: The Antarctica Book page 8 Mary’s Way page 6</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
<i>3.2.1 Identify Personal and Peer Knowledge</i>	
(continued) Record personal knowledge of a topic and collaborate to generate information for inquiry or research.	Masks page 8 Pet of the Week page 6 Taking a Stand page 4 Water page 8 <u>Strategy Units:</u> Analyzing page 45 Evaluating pages 31, 54
<i>3.2.2 Identify Sources</i>	
Answer inquiry or research questions using a variety of information sources [such as newspapers, series by the same name writer, scripts, diaries, elders, interviews, trips, oral traditions...].	<u>Program and Planning Guide</u> pages 143–145 <u>Literacy Support Guide</u> page 22 <u>Guided Reading</u> : 100 Things You Really Need to Know About Geography! page 8 <u>Strategy Units:</u> Analyzing page 45, 54, 55, 57, 58 Evaluating pages 63, 64, 66 Inferring pages 66, 67, 69 Making Connections pages 24, 54, 55, 57 Predicting page 22, 56, 57, 59 Self-Monitoring pages 55, 56, 58, 59 Sequencing pages 62, 64 Synthesizing pages 83, 85 <u>Book Club Unit:</u> Crimes, Clues, and Suspects pages 41, 42, 44
<i>3.2.3 Assess Sources</i>	
Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria.	<u>Program and Planning Guide</u> pages 144, 145 <u>Literacy Support Guide</u> pages 230, 261, 283, 285 <u>Guided Reading</u> : 100 Things You Really Need to Know About Geography! page 8 Water page 8 <u>Strategy Units:</u> Analyzing pages 56, 58 Evaluating pages 64, 65, 67

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
<i>3.2.3 Assess Sources</i>	
(continued) Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria.	Inferring pages 67, 68, 70 Making Connections pages 55, 56, 58 Predicting pages 57, 58, 60 Self-Monitoring pages 57, 59, 60 Sequencing pages 63, 65 Synthesizing pages 84, 86
<i>3.2.4 Access Information</i>	
Use a variety of tools [including chapter headings and encyclopedia guide words] to access information and ideas; use visual and auditory cues (such as graphics, voice-overs, scene changes, body language, background music...) to identify key ideas.	<u>Literacy Support Guide</u> pages 17, 21–23, 64, 224–226, 232–234, 239–241 <u>Guided Reading</u> : 100 Things You Really Need to Know About Geography! page 8 Water page 8 <u>Strategy Units</u> : Analyzing page 45, 54, 55, 57, 58 Evaluating pages 63, 64, 66 Inferring pages 66, 67, 69 Making Connections pages 24, 54, 55, 57 Predicting page 22, 56, 57, 59 Self-Monitoring pages 55, 56, 58, 59 Sequencing pages 62, 64 Synthesizing pages 83, 85 <u>Book Club Unit</u> : Crimes, Clues, and Suspects pages 41, 42, 44
<i>3.2.5 Make Sense of Information</i>	
Recognize organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence]; skim and scan and listen for key words and phrases.	<u>Program and Planning Guide</u> pages 144, 145, 156, 175 <u>Literacy Support Guide</u> pages 245–247, 257, 258, 267, 268, 274–276, 291, 292, 294–299, 314, 315–317, 319 <u>Guided Reading</u> : 100 Things You Really Need to Know About Geography! page 8 Beijing: Heart and Soul of China page 7 Mary’s Way page 8 Masks page 8 Pet of the Week page 4 School Trip page 8

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
(continued) Recognize organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence]; skim and scan and listen for key words and phrases.	<u>Strategy Units:</u> Analyzing pages 19, 27, 28, 35, 45, 55, 56, 58 Evaluating pages 30, 31, 64, 67 Inferring pages 43, 67, 70 Making Connections pages 24, 38, 55, 57, 58 Predicting pages 38, 46, 57, 60 Self-Monitoring pages 24, 40, 46, 47, 56, 57, 59 Sequencing pages 40, 50, 63, 65 Synthesizing pages 24, 25, 35, 36, 52, 62, 66, 83, 84, 86
3.3 Organize, Record, and Assess	
<i>3.3.1 Organize Information</i>	
Organize information and ideas into categories [such as who, what, where, why, how ...] using a variety of strategies such as webbing, using graphic organizers, sequencing, charting...]	<u>Program and Planning Guide</u> pages 144, 145, 156, 175 <u>Literacy Support Guide</u> pages 245–247, 257, 258, 267, 268, 274–276, 291, 292, 294–299, 314, 315–317, 319 <u>Guided Reading :</u> 100 Things You Really Need to Know About Geography! page 8 Beijing: Heart and Soul of China page 7 Mary’s Way page 8 Masks page 8 Pet of the Week page 4 School Trip page 8 <u>Strategy Units:</u> Analyzing pages 19, 27, 28, 35, 45, 55, 56, 58 Evaluating pages 30, 31, 64, 67 Inferring pages 43, 67, 70 Making Connections pages 24, 38, 55, 57, 58 Predicting pages 38, 46, 57, 60 Self-Monitoring pages 24, 40, 46, 47, 56, 57, 59 Sequencing pages 40, 50, 63, 65 Synthesizing pages 24, 25, 35, 36, 52, 62, 66, 83, 84, 86
<i>3.3.2 Record Information</i>	
Record information in own words; cite authors and titles alphabetically and provide publication dates of sources.	<u>Program and Planning Guide</u> pages 144, 145, 156, 175 <u>Literacy Support Guide</u> pages 245–247, 257, 258, 267, 268, 274–276, 291, 292, 294–299, 314, 315–317, 319 <u>Guided Reading :</u> 100 Things You Really Need to Know About Geography! page 8

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
<i>3.3.2 Record Information</i>	
(continued) Record information in own words; cite authors and titles alphabetically and provide publication dates of sources.	Beijing: Heart and Soul of China page 7 Mary’s Way page 8 Masks page 8 Pet of the Week page 4 School Trip page 8 <u>Strategy Units:</u> Analyzing pages 19, 27, 28, 35, 45, 55, 56, 58 Evaluating pages 30, 31, 64, 67 Inferring pages 43, 67, 70 Making Connections pages 24, 38, 55, 57, 58 Predicting pages 38, 46, 57, 60 Self-Monitoring pages 24, 40, 46, 47, 56, 57, 59 Sequencing pages 40, 50, 63, 65 Synthesizing pages 24, 25, 35, 36, 52, 62, 66, 83, 84, 86
<i>3.3.3 Evaluate Information</i>	
Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose.	<u>Program and Planning Guide</u> pages 149, 157, 171 <u>Guided Reading :</u> The Worms Are Invading page 4 <u>Strategy Units:</u> Analyzing pages 60, 63 Evaluating pages 68, 71 Inferring pages 71, 72, 75 Making Connections pages 59, 60, 63 Predicting pages 61, 64 Self-Monitoring pages 61, 64 Sequencing pages 66, 70 Synthesizing pages 87, 88, 91
<i>3.3.4 Develop New Understanding</i>	
Assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further research or inquiry.	<u>Strategy Units:</u> Analyzing pages 60, 63 Evaluating pages 71 - 73 Inferring pages 72, 75 Making Connections pages 59, 63 Predicting pages 61, 64 Self-Monitoring pages 61, 64 Sequencing pages 66, 70 Synthesizing pages 87, 91

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
<i>3.3.4 Develop New Understanding</i>	
Assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further research or inquiry.	<u>Strategy Units:</u> Analyzing pages 60, 63 Evaluating pages 71 - 73 Inferring pages 72, 75 Making Connections pages 59, 63 Predicting pages 61, 64 Self-Monitoring pages 61, 64 Sequencing pages 66, 70 Synthesizing pages 87, 91
General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.	
4.1 Generate and Focus	
<i>4.1.1 Generate Ideas</i>	
Focus a topic for oral, written, and visual texts by integrating ideas from experiences and a variety of other sources.	<u>Program and Planning Guide</u> pages 142, 144, 145 <u>Literacy Support Guide</u> pages 42–46, 224–230, 245–247 <u>Guided Reading :</u> Marvelous Marsupials: A Guide to Kangaroos page 4 Masks page 8 Two Chinese Myths page 7 <u>Strategy Units:</u> Analyzing page 45 Inferring pages 27, 56 Making Connections pages 24, 38 Predicting page 22 Synthesizing pages 62, 66
<i>4.1.2 Choose Forms</i>	
Choose forms [such as news stories, interviews, reports, diagrams...] appropriate to a variety of audiences and purposes.	<u>Program and Planning Guide</u> pages 141, 142, 144, 151, 152, 154, 165–168 <u>Literacy Support Guide</u> pages 16–19, 224–255 <u>Guided Reading :</u> The Beauty of Bogs page 4 Beijing: Heart and Soul of China page 7 Bottle of Light page 8 Canuck Cards page 7 A Fish Tale page 7 Getting It All Done page 4 The Gifts of the Animals page 8

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
4.1.2 Choose Forms	
<p>(continued) Choose forms [such as news stories, interviews, reports, diagrams...] appropriate to a variety of audiences and purposes.</p>	<p>Giuseppe page 4 It's a Wrap: A Mummy's Tale page 8 Living in the Freezer: The Antarctica Book page 8 Marvelous Marsupials: A Guide to Kangaroos page 4 Mary's Way page 8 Masks page 8 Mystery of the Blue Scarab page 8 Pet of the Week page 4 Smart Spy Catalogue page 8 Snowstorm page 8 Taking a Stand pages 4 That's Gross! page 7 Twenty-Dollar Reward page 8 Water page 8 When Earth Shakes page 8 The Worms Are Invading page 4</p> <p><u>Strategy Units:</u> Analyzing pages 28, 45, 54, 55 Evaluating pages 31, 46, 54, 62–64 Inferring pages 27, 43, 56, 66, 67 Making Connections pages 24, 38, 43, 54, 55 Predicting pages 22, 38, 46, 56, 57 Self-Monitoring pages 46, 47, 55, 56 Sequencing pages 40, 50, 61, 62 Synthesizing pages 24, 25, 37, 38, 52, 57, 66, 83</p>
4.1.3 Organize Ideas	
<p>Use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts.</p>	<p><u>Program and Planning Guide</u> pages 144, 145, 156, 175</p> <p><u>Literacy Support Guide</u> pages 245–247, 257, 258, 267, 268, 274–276, 291, 292, 294–299, 314, 315–317, 319</p> <p><u>Guided Reading :</u> 100 Things You Really Need to Know About Geography! page 8 Beijing: Heart and Soul of China page 7 Mary's Way page 8 Masks page 8 Pet of the Week page 4 School Trip page 8</p> <p><u>Strategy Units:</u> Analyzing pages 19, 27, 28, 35, 45, 55, 56, 58</p>

Specific Expectations	Scholastic Moving Up with Literacy Place Grade 5
4.1.3 Organize Ideas	
(continued) Use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts.	Evaluating pages 30, 31, 64, 67 Inferring pages 43, 67, 70 Making Connections pages 24, 38, 55, 57, 58 Predicting pages 38, 46, 57, 60 Self-Monitoring pages 24, 40, 46, 47, 56, 57, 59 Sequencing pages 40, 50, 63, 65 Synthesizing pages 24, 25, 35, 36, 52, 62, 66, 83, 84, 86
4.2 Enhance and Improve	
4.2.1 Appraise Own and Others' Work	
Participate in developing criteria to respond to own and others' oral, written, and visual creations and use the criteria to suggest revisions.	<p><u>Program and Planning Guide</u> pages 102, 125, 126, 156</p> <p><u>Literacy Support Guide</u> pages 40 – 54, 285–309</p> <p><u>Guided Reading</u> :</p> <p>Masks page 8</p> <p><u>Strategy Units</u>:</p> <p>Analyzing pages 18, 56, 58, 59, 60, 63 Evaluating pages 64, 65, 67, 68, 71 Inferring pages 32, 67, 68, 70, 71, 72, 75 Making Connections pages 55, 56, 58 – 60, 63 Predicting pages 57, 58, 60, 61, 64 Self-Monitoring pages 27–30, 42–45, 57, 59, 60, 61, 64 Sequencing pages 46, 63, 65, 66, 70 Synthesizing pages 32, 42, 84, 86 – 88, 91</p> <p><u>Book Club Units</u>:</p> <p>All Systems Go! pages 20, 24, 39, 48–51, 48, 49 Crimes, Clues, and Suspects pages 22, 24, 43, 45, 51, 59-63 Have You Seen Art? pages 14, 17, 20, 23, 27, 39, 48–51</p>
4.2.2 Revise Content	
Revise for content, organization, and clarity.	<p><u>Program and Planning Guide</u> page 156</p> <p><u>Literacy Support Guide</u> pages 280–284</p> <p><u>Strategy Units</u>:</p> <p>Analyzing pages 56, 58 Evaluating pages 64, 65, 67 Inferring pages 67, 68, 70 Making Connections pages 55, 58 Predicting pages 57, 58, 60 Self-Monitoring pages 57, 59, 60</p>

Specific Expectations	Scholastic Moving Up with Literacy Place Grade 5
<i>4.2.2 Revise Content</i>	
(continued) Revise for content, organization, and clarity.	Sequencing pages 63, 65 Synthesizing pages 84, 86 <u>Book Club Unit:</u> Crimes, Clues, and Suspects pages 43, 45
<i>4.2.3 Enhance Legibility</i>	
Write legibly and use appropriate formatting and word processing when composing and revising.	<u>Program and Planning Guide</u> page 156 <u>Literacy Support Guide</u> pages 280–284 <u>Strategy Units:</u> Analyzing pages 56, 58 Evaluating pages 64, 65, 67 Inferring pages 67, 68, 70 Making Connections pages 55, 58 Predicting pages 57, 58, 60 Self-Monitoring pages 57, 59, 60 Sequencing pages 63, 65 Synthesizing pages 84, 86 <u>Book Club Unit:</u> Crimes, Clues, and Suspects pages 43, 45
<i>4.2.4 Enhance Artistry</i>	
Select words, sounds, and images for appropriate connotations, and use varied sentence lengths and structures [including compound sentences].	<u>Program and Planning Guide</u> page 156 <u>Literacy Support Guide</u> pages 280–284 <u>Strategy Units:</u> Analyzing pages 56, 58 Evaluating pages 64, 65, 67 Inferring pages 67, 68, 70 Making Connections pages 55, 58 Predicting pages 57, 58, 60 Self-Monitoring pages 57, 59, 60 Sequencing pages 63, 65 Synthesizing pages 84, 86 <u>Book Club Unit:</u> Crimes, Clues, and Suspects pages 43, 45

Specific Expectations	Scholastic Moving Up with Literacy Place Grade 5
<i>4.2.5 Enhance Presentation</i>	
Prepare organized compositions, presentations, reports, and inquiry or research projects using pre-established organizers.	<p><u>Program and Planning Guide</u> pages 148, 149</p> <p><u>Literacy Support Guide</u> pages 310–321</p> <p><u>Strategy Units:</u> Analyzing pages 57, 59 Evaluating pages 65, 66–68 Inferring pages 68, 69, 71 Making Connections pages 56, 57, 59 Predicting pages 58, 59, 61 Self-Monitoring pages 58, 60, 61 Sequencing pages 64, 66 Synthesizing pages 85, 87</p> <p><u>Book Club Units:</u> Crimes, Clues, and Suspects pages 44, 46</p>
4.3 Attend to Conventions	
<i>4.3.1 Grammar and Usage</i>	
Edit to eliminate fragments and run-on sentences.	<p><u>Program and Planning Guide:</u> page 155</p> <p><u>Strategy Unit:</u> Analyzing page 56</p>
<i>4.3.2 Spelling (see Strategies)</i>	
Know and apply spelling conventions using a variety of strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; predict the spelling of unfamiliar words using a variety of resources to confirm correctness.	<p><u>Program and Planning Guide</u> pages 77, 81, 84</p> <p><u>Literacy Support Guide</u> pages 31–38, 322–330, 345–362</p> <p><u>Guided Reading :</u> 100 Things You Really Need to Know About Geography! page 6 The Beauty of Bogs page 2 Beijing: Heart and Soul of China pages 2, 4 Bottle of Light pages 2, 4–6 Canuck Cards page 2 Charlie page 2, 4–6 A Fish Tale page 2 The Gifts of the Animals page 5 Giuseppe page 2 Greece page 2 Inside Irish Myths and Legends page 2 It’s a Wrap: A Mummy’s Tale page 6 Living in the Freezer: The Antarctica Book pages 2, 5 Marvelous Marsupials: A Guide to Kangaroos page 2</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
4.3.2 Spelling (see Strategies)	
<p>(continued) Know and apply spelling conventions using a variety of strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; predict the spelling of unfamiliar words using a variety of resources to confirm correctness.</p>	<p>Mary’s Way pages 2, 5 Mystery of the Blue Scarab pages 2, 5 Parker Shanahan, Survivor Against All Odds pages 2, 5 Pet of the Week page 2 School Trip page 4 Snowstorm page 3 That’s Gross! page 5 Twenty-Dollar Reward pages 2, 3, 5, 6 Water page 4 When Earth Shakes page 6 The Worms Are Invading page 2</p> <p><u>Strategy Units:</u> Analyzing pages 19, 20, 27, 34, 36–44 Evaluating pages 31, 34–45, 49, 52, 53 Inferring pages 27, 34–42, 44, 47, 49, 50, 52, 54, 55 Making Connections pages 24, 29–37, 43 Predicting pages 22, 27, 30–37, 42, 45, 46 Self-Monitoring pages 19, 24, 28–39, 42–46 Sequencing pages 25, 28–30, 32–39, 42, 44, 45, 49 Synthesizing pages 28, 37, 38, 44–51, 61, 65, 72, 74</p> <p><u>Book Club Units:</u> All Systems Go! pages 25–37 Bully-Free Zone pages 26–48 Crimes, Clues, and Suspects pages 27–38 Have You Seen Art? pages 28–37</p>
4.3.3 Punctuation and Capitalization	
<p>Know how to capitalize and punctuate compound sentences, headings, and titles, and apply these conventions when editing and proofreading.</p>	<p><u>Program and Planning Guide</u> page 156</p> <p><u>Literacy Support Guide</u> pages 285–309</p> <p><u>Guided Reading :</u> Masks page 8</p> <p><u>Strategy Units:</u> Analyzing pages 56, 58, 59 Evaluating pages 64, 65, 67 Inferring pages 67, 68, 70 Making Connections pages 55, 56, 58 Predicting pages 57, 58, 60 Self-Monitoring pages 57, 59, 60</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
4.3.3 Punctuation and Capitalization	
<p>Know how to capitalize and punctuate compound sentences, headings, and titles, and apply these conventions when editing and proofreading.</p>	<p><u>Program and Planning Guide</u> page 156</p> <p><u>Literacy Support Guide</u> pages 285–309</p> <p><u>Guided Reading</u> : Masks page 8</p> <p><u>Strategy Units</u>: Analyzing pages 56, 58, 59 Evaluating pages 64, 65, 67 Inferring pages 67, 68, 70 Making Connections pages 55, 56, 58 Predicting pages 57, 58, 60 Self-Monitoring pages 57, 59, 60 Sequencing pages 63, 65 Synthesizing pages 84, 86</p> <p><u>Book Club Unit</u>: Crimes, Clues, and Suspects pages 43, 45</p>
4.4 Present and Share	
4.4.1 Share Ideas and Information	
<p>Prepare and share information on a topic using print, audio-visual and dramatic forms to engage the audience.</p>	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 79</p> <p><u>Literacy Support Guide</u> page 165</p> <p><u>Strategy Units</u>: Analyzing page 19 Evaluating pages 23, 50, 52 Inferring pages 16, 19, 25, 26, 34 Making Connections page 17 Predicting pages Self-Monitoring pages 28, 30, 31 Sequencing pages 18, 22, 24 Synthesizing pages 14–16, 20–22, 30, 34, 41–43, 52, 56, 57, 61, 65, 69, 72–74</p> <p><u>Book Club Units</u>: Bully-Free Zone page 19 Crimes, Clues, and Suspects pages 9, 11, 42</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
4.4.2 <i>Effective Oral Communication</i>	
Use gestures and facial expression to enhance oral presentations; use and monitor emphasis and appropriate pacing; arrange presentation space to focus audience attention.	<p><u>Program and Planning Guide</u> page 44</p> <p><u>Guided Reading:</u> Beijing: Heart and Soul of China page 8 It's a Wrap: A Mummy's Tale page 8 Masks page 8 Mystery of the Blue Scarab page 8 School Trip page 8 Smart Spy Catalogue page 8</p>
4.4.3 <i>Attentive Listening and Viewing</i>	
Show respect for presenter(s) through active listening and viewing and other audience behaviours [such as giving polite feedback, responding to the speaker's gestures, showing attentive body language...].	<p><u>Program and Planning Guide</u> pages 125, 126</p> <p><u>Literacy Support Guide</u> pages 40–54</p> <p>All Guided Reading Cards</p> <p><u>Strategy Units:</u> Analyzing pages 14–20, 23–28, 33–40, 45, 57, 59 Evaluating pages 14–31, 34–42, 48–52, 65, 67, 68 Inferring pages 14–27, 31–34, 36–39, 43, 46–56, 68, 69, 71 Making Connections pages 14–24, 26–32, 41–43, 56, 57, 59 Predicting pages 13–22, 26–34, 41–46, 58, 59, 61 Self-Monitoring pages 16–23, 27–36, 42–46, 58, 60, 61 Sequencing pages 15–24, 27–36, 40, 44–49, 64, 66 Synthesizing pages 14–25, 30–37, 41–43, 45–48, 55–57, 60–62, 64–66, 68, 69, 72–74, 85, 87</p> <p><u>Book Club Units:</u> All Systems Go! pages 8–26, 28, 29, 34–37 Bully-Free Zone pages 8–24, 26–32, 36–42 Crimes, Clues, and Suspects pages 9–25, 27–31, 38, 44, 46 Have You Seen Art? pages 9–33</p>

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
General Outcome 5: Students will listen, speak, read, write view, and represent to celebrate and to build community.	
5.1 Develop and Celebrate Community	
<i>5.1.1 Compare Responses</i>	
Acknowledge differing responses to common experiences.	<u>Guided Reading:</u> Taking a Stand page 4
<i>5.1.2 Relate Texts to Culture</i>	
Draw on oral, literary, and media texts to explain personal perspectives on cultural representations.	<u>Strategy Unit:</u> Predicting page 17
<i>5.1.3 Appreciate Diversity</i>	
Compare individuals and situations in oral, literary, and media texts to those encountered in real life; recognize personal participation and responsibility in communities.	<u>Guided Reading:</u> 100 Things You Really Need to Know About Geography! page 7 Greece pages 2, 6 It's a Wrap pages 4, 8 Mary's Way page 8 Masks page 8 Mystery of the Blue Scarab page 2 Taking a Stand pages 2, 3 <u>Strategy Units:</u> Analyzing page 23 Evaluating pages 15, 17, 22, 25 - 27 Predicting pages 18, 19, 22 Self-Monitoring pages 22, 23, 43 Sequencing pages 24, 27 <u>Book Club Units:</u> Bully-Free Zone page 8
<i>5.1.4 Celebrate Special Occasions</i>	
Select and use language appropriate in tone and form to recognize and honour people and events.	<u>Program and Planning Guide</u> page 125 <u>Literacy Support Guide</u> pages 16, 19, 41, 175, 234, 288, 296

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 5
5.2 Encourage, Support, and Work with Others	
<i>5.2.1 Cooperate with Others</i>	
Distinguish between on-task and off-task ideas and behaviours in cooperative and collaborative groups, and stay on task; identify and solve group productivity issues.	<u>Program and Planning Guide</u> pages 33–38, 44, 45, 51, 56, 59, 63– 67, 73, 75, 77–80, 82, 83, 125, 131 <u>Literacy Support Guide</u> pages 40–54 <u>Guided Reading:</u> Greece page 4
<i>5.2.2 Work in Groups</i>	
Assume the responsibilities of various group roles; choose roles appropriate for tasks and productivity.	<u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131 <u>Literacy Support Guide</u> pages 40–54 <u>Guided Reading:</u> Greece page 4
<i>5.2.3 Use Language to Show Respect</i>	
Demonstrate sensitivity to appropriate language use when communicating orally.	<u>Program and Planning Guide</u> page 125 <u>Literacy Support Guide</u> pages 16, 19, 41, 175, 234, 288, 296
<i>5.2.4 Evaluate Group Process</i>	
Assess group process using checklists, and determine areas for development; set group and individual goals.	<u>Guided Reading:</u> That’s Gross page 7