

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place, Grade 5***

<b>Overall Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<b>Oral Communication</b>	
By the end of grade 5, students will:	
<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p>	<p><u>Program and Planning Guide</u> pages 33–38, 44, 45, 51, 56, 59, 63–67, 73, 75, 77–80, 82, 83, 125, 131</p> <p><u>Literacy Support Guide</u> pages 40–54</p> <p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! pages 2–8            The Beauty of Bogs pages 2–7            Beijing: Heart and Soul of China pages 2–7            Bottle of Light pages 2–8            Canuck Cards pages 2–7            Charlie pages 2–7            A Fish Tale pages 2–7            Getting It All Done pages 2–4            The Gifts of the Animals pages 2–8            Giuseppe pages 2–4            Greece pages 2–7            Inside Irish Myths and Legends pages 2–4            It’s a Wrap: A Mummy’s Tale pages 2–8            Living in the Freezer: The Antarctica Book pages 2–7            Marvelous Marsupials: A Guide to Kangaroos pages 2, 3            Mary’s Way pages 2–8            Masks pages 2–8            Mystery of the Blue Scarab pages 2–7            Parker Shanahan, Survivor Against All Odds pages 2–8            Pet of the Week pages 2, 3            School Trip pages 2–8            Smart Spy Catalogue pages 2–8            Snowstorm pages 2–7            Taking a Stand pages 2–4            That’s Gross! pages 2–7            Twenty-Dollar Reward pages 2–8            Two Chinese Myths pages 2–7            Water pages 2–8            When Earth Shakes pages 2–7            The Worms Are Invading pages 2–4</p> <p><u>Strategy Units:</u>            Analyzing pages 14–19, 23–27, 33–35            Evaluating pages 14–31, 34–37, 48–52            Inferring pages 14–27, 31–33, 46–53</p>

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Overall Expectations	Scholastic <i>Moving Up with Literacy Place Grade 5</i>
<p><b>Oral Communication</b> By the end of grade 5, students will:</p>	
	<p>Making Connections pages 14–24, 26–29, 41–43            Predicting pages 12–21, 26–30, 40–45            Self-Monitoring pages 16–23, 27–31, 42–46            Sequencing pages 15–24, 27–32, 44–49            Synthesizing pages 14–24, 30–36, 41–43, 55–57, 60, 61, 64, 65, 68, 69, 72–74</p> <p><u>Book Club Units:</u>            All Systems Go! pages 8–24            Bully-Free Zone pages 8–24            Crimes, Clues, and Suspects pages 9–25            Have You Seen Art? pages 9–27</p>
<p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p>	<p><u>Program and Planning Guide</u> pages 33–38, 44, 45, 59, 61–63, 77, 78, 81, 91, 117, 122, 123, 125, 126, 131, 184–192</p> <p><u>Literacy Support Guide</u> pages 40–54</p> <p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! pages 3, 5, 7, 8            The Beauty of Bogs pages 3, 4            Beijing: Heart and Soul of China pages 3, 8            Bottle of Light pages 3, 8            Canuck Cards pages 6, 7            Charlie pages 6, 7            A Fish Tale pages 5, 8            Getting It All Done pages 3, 4            The Gifts of the Animals pages 3, 5, 8            Giuseppe page 4            Greece pages 5, 7            Inside Irish Myths and Legends pages 3, 4            It’s a Wrap: A Mummy’s Tale pages 7, 8            Living in the Freezer: The Antarctica Book pages 2, 5, 8            Marvelous Marsupials: A Guide to Kangaroos pages 2, 4            Mary’s Way pages 3, 5, 7, 8            Masks pages 7, 8            Mystery of the Blue Scarab pages 4, 6, 8            Parker Shanahan, Survivor Against All Odds pages 2, 5, 8            Pet of the Week pages 2, 4            School Trip pages 3, 4, 7, 8            Smart Spy Catalogue pages 2, 5, 8            Snowstorm pages 2, 8            Taking a Stand pages 2–4</p>

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<p><b>Oral Communication</b> By the end of grade 5, students will:</p>	<p>That’s Gross! pages 3, 7            Twenty-Dollar Reward pages 7, 8            Two Chinese Myths pages 3, 5, 7            Water pages 2, 4, 7, 8            When Earth Shakes pages 7, 8            The Worms Are Invading pages 3, 4</p> <p><u>Strategy Units:</u>            Analyzing pages 14, 17–19, 23, 33, 35            Evaluating pages 14, 17, 19, 21–23, 25, 26, 28, 29, 34, 48, 52            Inferring pages 18–26, 32, 34, 46, 48, 52            Making Connections pages 14, 17–24, 26, 29, 41, 43            Predicting pages 13, 16, 18–21, 26, 29, 30, 41, 45            Self-Monitoring pages 19, 21–23            Sequencing pages 16, 24, 27, 31, 32            Synthesizing pages 20–22, 30, 32–34, 41, 42, 55, 57, 60, 61, 64, 65, 69, 72–74</p> <p><u>Book Club Units:</u>            All Systems Go! pages 23, 24            Bully-Free Zone pages 23, 24            Crimes, Clues, and Suspects pages 24, 25            Have You Seen Art? pages 26, 27</p>
<p>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.</p>	<p><u>Program and Planning Guide</u> pages 125, 126</p> <p><u>Book Club Units:</u>            All Systems Go! pages 20, 24, 39, 48–51            Bully-Free Zone pages 19, 24, 50, 59–62            Crimes, Clues, and Suspects pages 22, 24, 51, 60–63            Have You Seen Art? pages 14, 17, 20, 23, 27, 39, 48–51</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<p><b>1. Listening to Understand</b> By the end of grade 5, students will:</p>	
<p><b>Purpose</b> 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 <i>(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)</i></p>	<p><u>Program and Planning Guide</u> pages 33–38, 44, 45, 51, 65, 66</p> <p><u>Literacy Support Guide</u> pages 40–54</p> <p><u>Guided Reading:</u> 101 Things You Really Need to Know About Geography! pages 3, 5, 7, 8 The Beauty of Bogs pages 3, 4 Beijing: Heart and Soul of China pages 3, 8 Bottle of Light pages 3, 8 Canuck Cards pages 6, 7 Charlie pages 6, 7 A Fish Tale pages 5, 8 Getting It All Done pages 3, 4 The Gifts of the Animals pages 3, 5, 8 Giuseppe page 4 Greece pages 5, 7 Inside Irish Myths and Legends pages 3, 4 It’s a Wrap: A Mummy’s Tale pages 7, 8 Living in the Freezer: The Antarctica Book pages 2, 5, 8 Marvelous Marsupials: A Guide to Kangaroos pages 2, 4 Mary’s Way pages 3, 5, 7, 8 Masks pages 7, 8 Mystery of the Blue Scarab pages 4, 6, 8 Parker Shanahan, Survivor Against All Odds pages 2, 5, 8 Pet of the Week pages 2, 4 School Trip pages 3, 4, 7, 8 Smart Spy Catalogue pages 2, 5, 8 Snowstorm pages 2, 8 Taking a Stand pages 2–4 That’s Gross! pages 3, 7 Twenty-Dollar Reward pages 7, 8 Two Chinese Myths pages 3, 5, 7 Water pages 2, 4, 7, 8 When Earth Shakes pages 7, 8 The Worms Are Invading pages 3, 4</p> <p><u>Strategy Units:</u> Analyzing pages 14–19, 23–27, 33–36 Evaluating pages 14–31, 34–37, 48–52 Inferring pages 14–27, 31–34, 46–53 Making Connections pages 14–23, 26–29, 41–43</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place Grade 5</i>
	<p>Predicting pages 13–21, 26–30, 41–45            Self-Monitoring pages 16–24, 27–32, 42–46            Sequencing pages 15–24, 27–32, 44–49            Synthesizing pages 14–24, 30–37, 41–43, 55–57, 60, 61, 64, 65, 68, 69, 72–74</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            Have You Seen Art? pages 4, 16, 18–21, 23–29, 38, 48</p>
<p><b>Active Listening Strategies</b>            1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups (<i>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</i>)</p>	<p><u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 40–54</p> <p><u>Guided Reading:</u>            101 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            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>

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	<p><u>Strategy Units:</u>            Analyzing pages 18, 23            Evaluating pages 17, 19, 21–23, 25, 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            Have You Seen Art? pages 4, 16, 18–21, 23–29, 38, 48</p>
<p><b>Comprehension Strategies</b>            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 (<i>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</i>)</p>	<p><u>Program and Planning Guide</u> pages 67, 75, 77</p> <p><u>Literacy Support Guide</u> pages 40–54</p> <p><u>Strategy Units:</u>            Analyzing pages 14–19, 23–27, 33–36            Evaluating pages 14–31, 34–37, 48–52            Inferring pages 14–27, 31–33, 46–53            Making Connections pages 14–24, 26–29, 41–43            Predicting pages 13–21, 26–30, 41–45            Self-Monitoring pages 16–23, 27–31, 42–46            Sequencing pages 15–24, 27–32, 44–48            Synthesizing pages 14–24, 30–36, 41–43, 55–57, 60, 61, 64, 65, 68, 69, 72–74</p> <p><u>Book Club Units:</u>            All Systems Go! pages 8–11            Bully-Free Zone pages 8–10            Crimes, Clues, and Suspects pages 9–12            Have You Seen Art? pages 9–13</p>
<p><b>Demonstrating Understanding</b>            1.4 demonstrate an understanding of the information and ideas in oral</p>	<p><u>Program and Planning Guide</u> pages 67, 73, 77</p> <p><u>Strategy Units:</u>            Analyzing pages 18, 20, 36, 45            Evaluating page 29</p>

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<p>texts by summarizing important ideas and citing a variety of supporting details (<i>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</i>)</p>	<p>Inferring pages 26, 51, 53            Making Connections page 22            Predicting pages 20, 21            Self-Monitoring page 23            Sequencing pages 22, 24, 31, 32            Synthesizing pages 14–22, 30–34, 41–43, 55–57, 60, 61, 65, 68, 69, 72–74</p> <p><u>Book Club Units:</u>            All Systems Go! pages 9, 11, 22            Bully-Free Zone pages 13–19            Crimes, Clues, and Suspects pages 13–20            Have You Seen Art? pages 11–14, 16–23, 27, 50</p>
<p><b>Making Inferences/Interpreting Texts</b>            1.5 make inferences about oral texts using stated and implied ideas in the texts as evidence (<i>e.g., ask questions to generate inferences about an oral text: What would happen if...? I wonder what was meant by...?</i>)</p>	<p><u>Program and Planning Guide</u> pages 59, 64, 79</p> <p><u>Strategy Units:</u>            Analyzing pages 15, 18, 24–27, 33, 36            Evaluating pages 15, 17, 19, 20, 23, 24, 26–29, 36, 37, 49            Inferring pages 14, 15, 17–23, 25–27, 31–33, 46–53, 58            Making Connections pages 18, 22            Predicting pages 16–18, 43–45            Self-Monitoring pages 16, 18, 19, 22            Sequencing pages 18, 19, 21–24, 30, 31, 45            Synthesizing pages 41, 60, 61, 65, 69</p> <p><u>Book Club Units:</u>            All Systems Go! pages 9–13, 18–20            Bully-Free Zone pages 12, 13, 16            Crimes, Clues, and Suspects page 18            Have You Seen Art? page 12</p>
<p><b>Extending Understanding</b>            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 (<i>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</i></p>	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</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            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>            All Systems Go! pages 10–13            Bully-Free Zone page 9</p>

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<i>an oral text; use role play and drama to explore ideas, emotions, or issues presented in oral texts)</i>	Crimes, Clues, and Suspects page 39 Have You Seen Art? pages 15, 24
<p><b>Analysing Texts</b> 1.7 analyse oral texts and explain how specific elements in them contribute to meaning (e.g., <i>ideas and information, word choice, tone of voice, pace of delivery, body language</i>) <i>Teacher prompt:</i> “Did the speaker’s tone of voice communicate a different message from his or her actual words?”</p>	<p><u>Program and Planning Guide</u> pages 59, 63, 78</p> <p><u>Strategy Units:</u> Analyzing pages 14–19, 23–27, 33–35 Evaluating pages 50, 52 Inferring pages 46–52 Making Connections pages 15–19, 26, 41 Predicting pages 16, 28, 29, 44, 45 Self-Monitoring pages 16, 17, 28, 43–45 Sequencing pages 15–19, 30, 32, 44–48 Synthesizing pages 20, 56, 68</p> <p><u>Book Club Units:</u> All Systems Go! pages 10, 12 Bully-Free Zone pages 10–13, 16, 17, 19 Crimes, Clues, and Suspects page 13</p>
<p><b>Point of View</b> 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., <i>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</i>) <i>Teacher prompts:</i> “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</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>

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on this topic?” “Is the text fair?”	
<p><b>Presentation Strategies</b>            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)  <i>Teacher prompt:</i> “Why do you think the speaker repeats that phrase so often?”</p>	<p><u>Program and Planning Guide</u> page 80</p> <p><u>Strategy Units:</u>            Analyzing pages 27, 35, 45, 57–59            Evaluating pages 30, 31, 36, 37, 52, 65, 67, 68            Inferring pages 33, 34, 68, 69, 71            Making Connections pages 23, 24, 29, 43, 56, 57, 59            Predicting pages 21, 29, 45, 58, 59, 61            Self-Monitoring pages 58, 60, 61            Sequencing pages 25, 31, 32, 40, 64, 66            Synthesizing pages 23–25, 35–37, 44, 57, 61, 74, 85, 87</p> <p><u>Book Club Units:</u>            All Systems Go! pages 19, 24            Bully-Free Zone pages 18, 19, 23, 24            Crimes, Clues, and Suspects pages 22, 25, 44, 46            Have You Seen Art? pages 22, 23, 26, 27</p>
<p><b>2. Speaking to Communicate</b>            By the end of grade 5, students will:</p>	
<p><b>Purpose</b>            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)</p>	<p><u>Program and Planning Guide</u> pages 33–38, 61, 62, 77, 81, 91, 117, 131</p> <p>All Read Aloud and Shared Reading texts in Strategy Units            All Guided Reading Cards            All Book Club Units</p>
<p><b>Interactive Strategies</b>            2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions</p>	<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</p>

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<p><i>(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)</i></p>	<p>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>
<p><b>Clarity and Coherence</b>            2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form <i>(e.g., present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details)</i></p>	<p><u>Program and Planning Guide</u> pages 45, 59, 63, 78, 122, 123</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>
<p><b>Appropriate Language</b>            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</p>	<p><u>Program and Planning Guide</u> pages 44, 77, 81, 184–192</p> <p><u>Guided Reading:</u>            101 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            Bottle of Light page 8            Canuck Cards page 7</p>

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<p>their meaning accurately and engage the interest of their audience (<i>e.g., use evocative images, personal anecdotes, quotations, vocabulary from curriculum subject areas, and appropriate technical terminology to achieve particular effects</i>)</p>	<p>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>
<p><b>Vocal Skills and Strategies</b>            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</p>	<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</p>

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differences to help communicate their meaning ( <i>e.g., use a formal or informal tone as required by the context</i> )	School Trip page 8 Smart Spy Catalogue page 8
<b>Non-Verbal Cues</b> 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 ( <i>e.g., use facial expression appropriately to indicate agreement or confusion during a discussion</i> )	<u>Guided Reading:</u> Two Chinese Myths page 7
<b>Visual Aids</b> 2.7 use a variety of appropriate visual aids ( <i>e.g., posters, charts, maps, globes, computer-generated organizers</i> ) to support or enhance oral presentations ( <i>e.g., use ministry-licensed software to create a Venn diagram to compare two different biographies</i> )	<u>Program and Planning Guide</u> page 131  <u>Book Club Units:</u> All Systems Go! page 24
<b>3. Reflecting on Oral Communication Skills and Strategies</b> By the end of grade 5, students will:	
<b>Metacognition</b> 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 <i>Teacher prompts:</i> “How do you check to be sure you understand correctly what	<u>Program and Planning Guide</u> pages 125, 126  <u>Literacy Support Guide</u> pages 40–54  <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

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place</i> Grade 5</b>
<p>others are saying during a discussion?” “How do you make decisions about when to speak and when to listen?”</p>	<p><u>Book Club Units:</u>            All Systems Go! pages 48–51            Bully-Free Zone pages 59–62            Crimes, Clues, and Suspects pages 60–63            Have You Seen Art? pages 48–51</p>
<p><b>Interconnected Skills</b>            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  <i>Teacher prompts:</i> “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?”</p>	<p><u>Program and Planning Guide</u> pages 125, 126   <u>Literacy Support Guide</u> pages 40–54</p>

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place, Grade 5***

<b>Overall Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<p><b>Reading</b> By the end of grade 5, students will:</p>	
<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p>	<p><u>Program and Planning Guide</u> pages 60–140</p> <p><u>Literacy Support Guide</u> pages 154–174</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
<p>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p>	<p><u>Program and Planning Guide</u> pages 61, 62, 65, 77, 80, 82</p> <p><u>Literacy Support Guide</u> pages 158, 159, 164, 165, 248</p> <p>All Guided Reading Cards</p> <p><u>Strategy Units:</u> Analyzing pages 13, 14, 22, 23, 32, 33 Evaluating pages 13, 33, 35, 47, 49, 50 Inferring pages 13, 14, 30, 31, 45, 46 Making Connections pages 13, 25, 40 Predicting pages 12, 20, 25, 27, 28, 40, 43 Self-Monitoring pages 15, 16, 26, 27, 41, 42 Sequencing pages 14, 15, 26, 27, 43, 44 Synthesizing pages 13, 14, 29–31, 40, 41, 54, 55, 59, 60, 63, 64, 67, 68, 71, 72</p> <p><u>Book Club Units:</u> All Systems Go! page 14 Bully-Free Zone pages 12 Crimes, Clues, and Suspects pages 14 Have You Seen Art? page 12</p>
<p>3. use knowledge of words and cueing systems to read fluently;</p>	<p><u>Program and Planning Guide</u> pages 61, 75, 77, 78, 81, 83, 84</p> <p><u>Literacy Support Guide</u> pages 31–38, 196, 197, 322–330, 345–375, 378–380</p> <p><u>Guided Reading:</u> 101 Things You Really Need to Know About Geography! pages 3, 5, 7 The Beauty of Bogs page 3 Beijing: Heart and Soul of China pages 3, 5, 6 Bottle of Light page 3 Canuck Cards pages 3, 4, 6</p>

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place, Grade 5***

Overall Expectations	Scholastic <i>Moving Up with Literacy Place Grade 5</i>
<p><b>Reading</b> By the end of grade 5, students will:</p>	<p>Charlie pages 2, 4, 6            A Fish Tale pages 3, 6            Getting It All Done page 3            The Gifts of the Animals pages 3, 5, 7            Giuseppe page 3            Greece pages 3, 5            Inside Irish Myths and Legends page 3            It's a Wrap: A Mummy's Tale pages 3, 5, 7            Living in the Freezer: The Antarctica Book pages 4, 6            Marvelous Marsupials: A Guide to Kangaroos page 3            Mary's Way pages 3, 5, 7            Masks pages 3, 5, 6            Mystery of the Blue Scarab page 3            Parker Shanahan, Survivor Against All Odds pages 3, 5, 7            Pet of the Week page 3            School Trip pages 3, 4, 6, 7            Smart Spy Catalogue pages 4, 7            Snowstorm pages 4, 7            Taking a Stand pages 3            That's Gross! pages 3, 5            Twenty-Dollar Reward page 4            Two Chinese Myths pages 3, 5            Water pages 2, 4, 6, 7            When Earth Shakes pages 3, 6, 7            The Worms Are Invading pages 3</p> <p><u>Strategy Units:</u>            Analyzing pages 15, 16, 26, 27, 34, 36            Evaluating pages 15, 16, 35–37, 49, 50–52            Inferring pages 15, 31, 32, 33, 46–48, 50, 52, 53            Making Connections pages 15, 26, 27, 29, 42            Predicting pages 14, 15, 27, 28, 30, 41–43, 45            Self-Monitoring pages 17, 24, 27, 28, 30–32, 42–46            Sequencing pages 15, 16, 28, 30–32, 44–47, 49            Synthesizing pages 15–17, 31, 33, 34, 37, 41–43, 55, 57, 60, 61, 64, 65, 68, 69, 72, 74</p> <p><u>Book Club Units:</u>            All Systems Go! pages 25, 34            Bully-Free Zone pages 26, 36            Crimes, Clues, and Suspects pages 27, 38            Have You Seen Art? pages 28, 29</p>
4. reflect on and identify	<u>Program and Planning Guide</u> page 102

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<b>Overall Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place</i> Grade 5</b>
<b>Reading</b> By the end of grade 5, students will:	
their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.	<p><u>Strategy Units:</u> Analyzing page 18 Inferring page 32 Self-Monitoring pages 27–30, 42–45 Sequencing page 46 Synthesizing pages 32, 42</p> <p><u>Book Club Units:</u> All Systems Go! pages 48, 49 Bully-Free Zone pages 59, 60 Crimes, Clues, and Suspects pages 60, 61 Have You Seen Art? pages 48, 49</p>

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place, Grade 5***

<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<p><b>1. Reading for Meaning</b> By the end of grade 5, students will:</p>	
<p><b>Variety of Texts</b> 1.1 read a variety of texts from diverse cultures, including literary texts (<i>e.g., short stories, poetry, myths, culturally focused legends, plays, biographies, novels</i>), graphic texts (<i>e.g., graphic novels, hobby or sports magazines, advertisements, logos, atlases, graphic organizers, charts and tables</i>), and informational texts (<i>e.g., editorials, reports, biographies, textbooks and other non-fiction materials, print and online articles, personal electronic and online texts such as e-mails</i>)</p>	<p><u>Program and Planning Guide</u> pages 60–140</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
<p><b>Purpose</b> 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (<i>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</i>)</p>	<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>
<p><b>Comprehension Strategies</b> 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during,</p>	<p><u>Program and Planning Guide</u> pages 60–140</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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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i> Grade 5
<p>and after reading to understand texts (<i>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</i>)</p>	
<p><b>Demonstrating Understanding</b>            1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (<i>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</i>)</p>	<p><u>Program and Planning Guide</u> pages 67, 73, 77</p> <p><u>Guided Reading:</u>            The Beauty of Bogs page 4            Beijing: Heart and Soul of China pages 3–8            Bottle of Light page 8            Canuck Cards page 7            Charlie pages 4, 5, 7, 8            A Fish Tale pages 7, 8            The Gifts of the Animals page 8            Giuseppe page 4            Greece pages 3, 5–7            Inside Irish Myths and Legends page 4            It’s a Wrap: A Mummy’s Tale page 4            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            Parker Shanahan, Survivor Against All Odds pages 3–8            School Trip page 8            Smart Spy Catalogue page 8            Taking a Stand page 4            That’s Gross! pages 6, 7            Twenty-Dollar Reward page 8            Water page 8            When Earth Shakes pages 5, 8            The Worms Are Invading pages 3, 4</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place Grade 5</i>
	<p><u>Strategy Units:</u>            Analyzing pages 36, 45            Evaluating pages 36            Inferring page 53            Making Connections pages 15, 17, 19, 22, 23, 26–28            Predicting pages 18, 20, 21, 26, 29, 43            Sequencing pages 31, 32            Synthesizing pages 14–22, 30–34, 41–43, 55–57, 60, 61, 65, 68, 69, 72–74</p> <p><u>Book Club Units:</u>            All Systems Go! pages 9, 22            Have You Seen Art? pages 11–14, 16–23, 27, 50</p>
<p><b>Making Inferences/Interpreting Texts</b>            1.5 use stated and implied ideas in texts to make inferences and construct meaning  <i>Teacher prompts:</i> “What do you think will happen based on what the author has told you so far?” “What is the author suggesting ‘between the lines’?”</p>	<p><u>Program and Planning Guide</u> pages 59, 64, 79</p> <p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! page 8            The Beauty of Bogs pages 2, 4            Beijing: Heart and Soul of China page 2            Bottle of Light page 8            Charlie pages 2–8            Getting It All Done page 8            The Gifts of the Animals pages 2–6, 8            Giuseppe page 4            Greece page 7            Living in the Freezer: The Antarctica Book page 2            Mary’s Way page 8            Masks page 8            Mystery of the Blue Scarab pages 2–8            Parker Shanahan, Survivor Against All Odds pages 2, 7, 8            Pet of the Week page 2            Smart Spy Catalogue page 8            Taking a Stand page 4            Twenty-Dollar Reward page 8            Water page 3            The Worms Are Invading page 4</p> <p><u>Strategy Units:</u>            Analyzing pages 15, 18, 24–27, 33, 36            Evaluating pages 15, 17, 19, 20, 23, 24, 26–29, 37, 49            Inferring pages 14, 15, 17–23, 25–27, 31–33, 46–53, 58            Making Connections pages 18, 22            Predicting pages 16–18, 43–45            Self-Monitoring pages 16, 18, 19, 22            Sequencing pages 18, 19, 21–24, 30, 31, 45</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place Grade 5</i>
	<p>Synthesizing pages 41, 60, 61, 65, 69</p> <p><u>Book Club Units:</u>            All Systems Go! pages 9–13, 18–20            Bully-Free Zone pages 11, 13, 16            Have You Seen Art? page 12</p>
<p><b>Extending Understanding</b>            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  <i>Teacher prompts:</i> “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?”</p>	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</p> <p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! pages 2–5, 7, 8            Beijing: Heart and Soul of China page 7            Bottle of Light page 2            Canuck Cards pages 2, 7            Charlie pages 2, 7            A Fish Tale page 2            Getting It All Done page 4            The Gifts of the Animals page 6            Giuseppe page 2            Greece pages 2, 4            It’s a Wrap: A Mummy’s Tale pages 2, 4, 8            Living in the Freezer: The Antarctica Book page 2            Marvelous Marsupials: A Guide to Kangaroos pages 2–4            Mary’s Way pages 4, 6            Masks pages 4, 6            Mystery of the Blue Scarab page 2            Parker Shanahan, Survivor Against All Odds page 2            Pet of the Week pages 2, 4            School Trip pages 2, 8            Smart Spy Catalogue pages 2, 8            Snowstorm pages 2, 5, 8            Taking a Stand pages 2–4            That’s Gross! page 2            Two Chinese Myths pages 2, 7            Water pages 2–8            When Earth Shakes page 2</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            Self-Monitoring pages 18, 20, 22, 23, 27, 28, 30, 42, 46            Sequencing pages 15, 16, 18, 19, 21–24, 27, 31, 44, 48</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
	<p>Synthesizing pages 23, 30, 34, 41, 55, 60, 64, 68, 72</p> <p><u>Book Club Units:</u>            All Systems Go! pages 10, 11–13            Bully-Free Zone pages 9            Have You Seen Art? pages 15, 24</p>
<p><b>Analysing Texts</b>            1.7 analyse texts and explain how various elements in them contribute to meaning (<i>e.g., narrative</i>: character development, plot development, mood, theme; <i>report</i>: introduction, body, conclusion)  <i>Teacher prompts</i>: “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?”</p>	<p><u>Program and Planning Guide</u> pages 59, 63, 78</p> <p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! page 8            Bottle of Light page 8            Canuck Cards pages 3–8            Charlie pages 4, 7            A Fish Tale page 8            The Gifts of the Animals pages 7, 8            Giuseppe page 4            Greece page 7            Inside Irish Myths and Legends pages 2–4            It’s a Wrap: A Mummy’s Tale page 8            Living in the Freezer: The Antarctica Book pages 5, 8            Masks pages 4, 8            Mystery of the Blue Scarab page 8            Smart Spy Catalogue pages 2, 3            Taking a Stand page 4            That’s Gross! pages 2, 4, 7            Two Chinese Myths page 2            Water pages 2, 8            When Earth Shakes pages 3, 4, 6–8</p> <p><u>Strategy Units:</u>            Analyzing pages 14–19, 23–27, 33–35            Evaluating pages 48–50, 52            Inferring pages 46–52            Making Connections pages 15–19, 26, 27, 41–43            Predicting pages 21, 28, 29            Self-Monitoring pages 16, 17, 28, 43–45            Sequencing pages 15–19, 30, 32, 44–48            Synthesizing pages 20, 56, 68</p> <p><u>Book Club Units:</u>            All Systems Go! pages 10, 12            Bully-Free Zone pages 10–13, 16, 17, 19            Crimes, Clues, and Suspects pages 13</p>
<p><b>Responding to and Evaluating Texts</b></p>	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<p>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 (<i>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</i>)  <i>Teacher prompt:</i> “Do you think this character’s actions accurately reveal his thoughts? What evidence from the text supports your conclusion?”</p>	<p><u>Guided Reading:</u>            101 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>            Inferring pages 16, 17, 25, 26            Evaluating pages 14–17, 19–22, 24–30, 35–37, 48–52            Making Connections pages 20–24            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</p> <p><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</p>
<p><b>Point of View</b>            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 (<i>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</i></p>	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79</p> <p><u>Guided Reading:</u>            The Beauty of Bogs page 4            It’s a Wrap: A Mummy’s Tale page 2            Smart Spy Catalogue page 6            Taking a Stand page 6            That’s Gross! page 7</p> <p><u>Strategy Units:</u>            Analyzing page 19            Evaluating pages 23, 31, 50            Inferring pages 16, 19, 25, 26, 34            Making Connections page 17            Self-Monitoring pages 28, 30, 31</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<p><i>represents one of the missing voices)</i>  <i>Teacher prompts: “Whose point of view is fully explored? Why?” “Do you see any evidence of stereotyping in this text?”</i></p>	<p>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><b>2. Understanding Form and Style</b>            By the end of grade 5, students will:</p>	
<p><b>Text Forms</b>            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 (<i>e.g., how character, setting, and plot illustrate the theme</i>), graphic texts such as a logo (<i>e.g., how the elements work together to convey a message</i>), and informational texts such as a movie review (<i>e.g., how the “lead” is used to signal whether the review is positive or negative</i>)</p>	<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>            101 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            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</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
	<p>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 Units:</u>            All Systems Go! page 12</p>
<p><b>Text Patterns</b>            2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts (<i>e.g., comparison in a report; time order in a biography; cause and effect in an explanation</i>)</p>	<p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! page 2            Beijing: Heart and Soul of China 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            Mary’s Way page 2            Masks page 2            Mystery of the Blue Scarab page 2            Parker Shanahan, Survivor Against All Odds page 2            School Trip page 2            Smart Spy Catalogue pages 3, 4            Snowstorm pages 3            Taking a Stand page 2            That’s Gross! 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 53–59            Evaluating pages 61–68            Inferring pages 46, 65–72            Making Connections pages 53–59            Predicting pages 55–61            Self-Monitoring pages 54–61            Sequencing pages 27, 44, 60–66            Synthesizing pages 15, 81–88</p>
<p><b>Text Features</b>            2.3 identify a variety of text features and explain how they help readers understand texts (<i>e.g., indexes, maps,</i></p>	<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></p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<p><i>charts, lists, photographs, menus, glossaries, tables of contents help the reader locate and verify information)</i></p>	<p>101 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> <p><u>Book Club Units:</u>                      All Systems Go! page 12</p>
<p><b>Elements of Style</b>                      2.4 identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and</p>	<p><u>Literacy Support Guide</u> pages 9, 10, 15, 20, 21, 33, 36, 37, 387, 395</p> <p><u>Guided Reading:</u>                      101 Things You Really Need to Know About Geography! page 6                      Bottle of Light page 5</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<p>sentences of different types, lengths, and structures – and explain how they help communicate meaning (<i>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.</i>)</p>	<p>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>
<p><b>3. Reading with Fluency</b>            By the end of grade 5, students will:</p>	
<p><b>Reading Familiar Words</b>            3.1 automatically read and understand most words in common use (<i>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</i>)</p>	<p><u>Program and Planning Guide</u> pages 77, 81, 84</p> <p><u>Literacy Support Guide</u> pages 31, 197, 345–362, 378–380</p> <p><u>Guided Reading:</u>            Canuck Cards page 5            Masks page 4            School Trip page 5            Smart Spy Catalogue page 3            That's Gross! page 5            When Earth Shakes pages 2, 6</p> <p><u>Strategy Units:</u>            Inferring page 54            Making Connections page 30</p> <p><u>Book Club Units:</u>            All Systems Go! pages 25, 26, 34            Bully-Free Zone pages 26, 27, 37, 38            Crimes, Clues, and Suspects pages 27, 28, 38            Have You Seen Art? pages 28, 29</p>
<p><b>Reading Unfamiliar Words</b>            3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:            • semantic (meaning) cues (<i>e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language</i>);</p>	<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>            101 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</p>

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place, Grade 5***

<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<ul style="list-style-type: none"> <li>• syntactic (language structure) cues (<i>e.g., word order, language patterns, punctuation</i>);</li> <li>• graphophonic (phonological and graphic) cues (<i>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</i>)</li> </ul>	<p>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  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>
<p><b>Reading Fluently</b>  3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (<i>e.g., read a poem aloud with appropriate phrasing and emphasis</i>)</p>	<p><u>Program and Planning Guide</u> pages 61, 75, 78, 81, 83</p> <p><u>Literacy Support Guide</u> pages 363–375</p> <p><u>Strategy Units:</u>  Analyzing pages 27, 36  Evaluating pages 37, 52  Inferring pages 33, 53  Making Connections page 29  Predicting pages 30, 45  Self-Monitoring pages 24, 32, 46</p>

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place, Grade 5***

<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
	<p>Sequencing pages 32, 49            Synthesizing pages 37, 43, 57, 61, 65, 69, 74</p> <p><u>Book Club Units:</u>            All Systems Go! pages 25, 34            Bully-Free Zone pages 26, 36            Crimes, Clues, and Suspects pages 27, 38            Have You Seen Art? pages 28, 29</p>
<p><b>4. Reflecting on Reading Skills and Strategies</b>            By the end of grade 5, students will:</p>	
<p><b>Metacognition</b>            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  <i>Teacher prompts:</i> “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?”</p>	<p><u>Program and Planning Guide</u> page 102</p> <p><u>Literacy Support Guide</u> page 15</p> <p><u>Guided Reading:</u>            Bottle of Light pages 7, 8            A Fish Tale pages 3–7            Masks pages 2–8            Smart Spy Catalogue page 3            Two Chinese Myths pages 2–7            Water page 8            When Earth Shakes page 5</p> <p><u>Strategy Units:</u>            Evaluating pages 35, 50, 51            Inferring pages 16, 47, 49, 51–53            Predicting pages 16, 17, 19, 42, 43            Self-Monitoring pages 16–23, 27–31, 42–45</p> <p><u>Book Club Units:</u>            All Systems Go! pages 24, 48            Bully-Free Zone pages 24, 59            Crimes, Clues, and Suspects pages 24, 25, 60            Have You Seen Art? pages 27, 48</p>
<p><b>Interconnected Skills</b>            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., <i>viewing a television program or video about a topic before reading</i>)</p>	<p><u>Literacy Support Guide</u> pages 5–38</p> <p><u>Strategy Units:</u>            Analyzing pages 28, 63            Evaluating page 71            Inferring page 75            Making Connections page 63            Predicting page 64            Self-Monitoring page 64            Sequencing page 70            Synthesizing page 91</p>

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place*, Grade 5**

<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place</i> Grade 5</b>
<i>a text on the same topic builds background knowledge, introduces content-specific vocabulary, and offers a different perspective on the topic)</i>	<u>Book Club Units:</u> All Systems Go! page 51 Bully-Free Zone page 62 Crimes, Clues, and Suspects page 63 Have You Seen Art? page 51

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place, Grade 5***

<b>Overall Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<b>Writing</b>	
By the end of grade 5, students will:	
<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p>	<p><u>Program and Planning Guide</u> pages 141–145, 151, 154, 156, 162, 165–168, 175</p> <p><u>Literacy Support Guide</u> pages 16–23, 40–46, 50–54, 64, 224–255</p> <p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! page 8            The Beauty of Bogs page 4            Beijing: Heart and Soul of China page 7            Bottle of Light page 8            Canuck Cards page 7            Charlie page 7            A Fish Tale page 7            Getting It All Done page 4            The Gifts of the Animals page 8            Giuseppe page 4            Greece page 6            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            Mary’s Way page 8            Masks 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 page 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, 53–60            Evaluating pages 31, 46, 54, 61–68            Inferring pages 27, 43, 56, 65–72            Making Connections pages 24, 38, 43, 53–60</p>

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place*, Grade 5**

Overall Expectations	Scholastic <i>Moving Up with Literacy Place</i> Grade 5
<p><b>Writing</b> By the end of grade 5, students will:</p>	
	<p>Predicting pages 22, 38, 46, 55–61            Self-Monitoring pages 24, 25, 40, 46, 47, 54–61            Sequencing pages 25, 40, 50, 60–66            Synthesizing pages 24, 25, 37, 38, 52, 57, 62, 66, 70, 74, 81–88</p> <p><u>Book Club Units:</u>            All Systems Go! page 24            Bully-Free Zone pages 23, 24            Crimes, Clues, and Suspects pages 25, 39–46            Have You Seen Art? pages 26, 27</p>
<p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p>	<p><u>Program and Planning Guide</u> pages 145–147, 151, 154, 156, 165–168, 175</p> <p><u>Literacy Support Guide</u> pages 17, 19–21, 23, 24, 256–296</p> <p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! page 8            The Beauty of Bogs page 4            A Fish Tale page 7            Getting It All Done page 4            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 55, 56, 58, 59            Evaluating pages 46, 64, 65, 67            Inferring pages 56, 67, 68, 70            Making Connections pages 43, 55–58            Predicting pages 38, 57, 58, 60            Self-Monitoring pages 56, 57, 59, 60            Sequencing pages 63, 65            Synthesizing pages 83, 84, 86</p> <p><u>Book Club Units:</u>            Bully-Free Zone page 20            Crimes, Clues, and Suspects pages 42, 43, 45</p>
<p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine</p>	<p><u>Program and Planning Guide</u> pages 142, 147–149, 155–157, 165–168, 175</p> <p><u>Literacy Support Guide</u> pages 296–321, 322–377</p>

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place*, Grade 5**

Overall Expectations	Scholastic <i>Moving Up with Literacy Place</i> Grade 5
<p><b>Writing</b> By the end of grade 5, students will:</p>	
<p>expression, and present their work effectively;</p>	<p><u>Guided Reading:</u> 101 Things You Really Need to Know About Geography! page 8 The Beauty of Bogs page 4 A Fish Tale page 7 Getting It All Done page 4 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 28, 45, 56, 57, 59 Evaluating pages 46, 54, 65–68 Inferring pages 68, 68, 71 Making Connections pages 43, 56, 57–59 Predicting pages 38, 46, 58, 59, 61 Self-Monitoring pages 40, 57, 58, 60, 61 Sequencing pages 63, 64–66 Synthesizing pages 57, 84–87</p> <p><u>Book Club Units:</u> Bully-Free Zone page 20 Crimes, Clues, and Suspects pages 42, 43, 45</p>
<p>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.</p>	<p><u>Program and Planning Guide</u> pages 149, 157, 171</p> <p><u>Guided Reading:</u> The Worms Are Invading page 4</p> <p><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</p> <p><u>Book Club Units:</u> All Systems Go! pages Bully-Free Zone pages Crimes, Clues, and Suspects pages Have You Seen Art? pages</p>

**Correlation — The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place*, Grade 5**

Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i> Grade 5
<p><b>1. Developing and Organizing Content</b> By the end of grade 5, students will:</p>	
<p><b>Purpose and Audience</b> 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)</p>	<p><u>Program and Planning Guide</u> pages 141, 142, 144, 151, 152, 154, 165–168</p> <p><u>Literacy Support Guide</u> pages 16–19, 224–255</p> <p><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 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> <p><u>Book Club Units:</u> All Systems Go! pages</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place Grade 5</i>
	Bully-Free Zone pages Crimes, Clues, and Suspects pages Have You Seen Art? pages
<p><b>Developing Ideas</b>                      1.2 generate ideas about a potential topic and identify those most appropriate for the purpose</p>	<p><u>Program and Planning Guide</u> pages 142, 144, 145</p> <p><u>Literacy Support Guide</u> pages 42–46, 224–230, 245–247</p> <p><u>Guided Reading:</u>                      Marvelous Marsupials: A Guide to Kangaroos page 4                      Masks page 8                      Two Chinese Myths page 7</p> <p><u>Strategy Units:</u>                      Analyzing page 45                      Inferring pages 27, 56                      Making Connections pages 24, 38                      Predicting page 22                      Synthesizing pages 62, 66</p>
<p><b>Research</b>                      1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (<i>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</i>)</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>                      101 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 Units:</u>                      Crimes, Clues, and Suspects pages 41, 42, 44</p>
<p><b>Classifying Ideas</b>                      1.4 sort and classify ideas and information for their writing in a variety of ways (<i>e.g., by underlining or highlighting key words or</i></p>	<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</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<p><i>phrases; by using a graphic organizer such as a web or ranking ladder)</i></p>	<p>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            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</p> <p><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</p>
<p><b>Organizing Ideas</b>            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 (<i>e.g., making jot notes; following a writing framework</i>) and organizational patterns (<i>e.g., chronological order, comparison, cause and effect</i>)</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>            101 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            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</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place Grade 5</i>
<p><b>Review</b> 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 (<i>e.g., review material with a partner using a mind map or timeline</i>)</p>	<p>Synthesizing pages 24, 25, 35, 36, 52, 62, 66, 83, 84, 86 <u>Program and Planning Guide</u> page 144, 145</p> <p><u>Literacy Support Guide</u> pages 230, 261, 283, 285</p> <p><u>Guided Reading:</u> 101 Things You Really Need to Know About Geography! page 8 Water page 8</p> <p><u>Strategy Units:</u> 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>
<p><b>2. Using Knowledge of Form and Style in Writing</b> By the end of grade 5, students will:</p>	
<p><b>Form</b> 2.1 write longer and more complex texts using a variety of forms (<i>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</i>)</p>	<p><u>Program and Planning Guide</u> pages 141, 142, 144, 151, 154</p> <p><u>Literacy Support Guide</u> pages 237–241, 292</p> <p><u>Guided Reading:</u> 101 Things You Really Need to Know About Geography! page 8 The Beauty of Bogs page 4 Beijing: Heart and Soul of China page 7 Bottle of Light page 8 Canuck Cards page 7 Charlie page 7 A Fish Tale page 7 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 Mary’s Way page 8 Masks page 8 Mystery of the Blue Scarab page 8 Parker Shanahan, Survivor Against All Odds page 8 Pet of the Week page 4</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
	<p>School Trip page 8            Smart Spy Catalogue page 8            Snowstorm page 8            Taking a Stand page 4            That’s Gross! page 7            Twenty-Dollar Reward page 8            Two Chinese Myths page 8            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, 53–60            Evaluating pages 31, 46, 54, 61–68            Inferring pages 27, 43, 56, 65–72            Making Connections pages 24, 38, 43, 53–60            Predicting pages 22, 38, 46, 55–61            Self-Monitoring pages 24, 25, 40, 46, 47, 54–61            Sequencing pages 25, 40, 50, 60–66            Synthesizing pages 24, 25, 37, 38, 52, 57, 62, 66, 70, 74, 81–88</p> <p><u>Book Club Units:</u>            Crimes, Clues, and Suspects pages 39–46</p>
<p><b>Voice</b>            2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (<i>e.g., use a serious tone in a letter to the editor, a humorous tone in a letter to a friend</i>)</p>	<p><u>Program and Planning Guide</u> pages 141, 142, 152, 154, 170</p> <p><u>Literacy Support Guide</u> pages 267, 268, 273, 320, 321, 371, 372</p> <p><u>Guided Reading:</u>            Getting It All Done page 4            Taking a Stand page 4            That’s Gross! page 7            Twenty-Dollar Reward page 8</p> <p><u>Strategy Units:</u>            Analyzing page 63            Inferring pages 67, 70, 75            Making Connections page 24            Synthesizing pages 35, 36</p>
<p><b>Word Choice</b>            2.3 use some vivid and/or figurative language and innovative expressions to add interest (<i>e.g., some comparative adjectives; similes or personification;</i></p>	<p><u>Program and Planning Guide</u> page 155</p> <p><u>Literacy Support Guide</u> pages 271, 272, 275, 276, 290</p> <p><u>Guided Reading:</u>            Taking a Stand page 4</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<i>comparative adverbs: more slowly)</i>	
<p><b>Sentence Fluency</b> 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., <i>The latch was stiff, and the boy struggled to open the door. Finally, with much effort, he forced it open.</i>)</p>	<p><u>Program and Planning Guide</u> page 155</p> <p><u>Literacy Support Guide</u> pages 274, 292, 294, 295</p> <p><u>Guided Reading:</u> Mary’s Way page 8</p> <p><u>Strategy Units:</u> Analyzing pages 58, 59</p>
<p><b>Point of View</b> 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 <i>Teacher prompt:</i> “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?”</p>	<p><u>Program and Planning Guide</u> page 154</p> <p><u>Literacy Support Guide</u> pages 231, 234–236, 258, 259</p> <p><u>Guided Reading:</u> The Beauty of Bogs page 4 Taking a Stand page 4 That’s Gross! page 8</p> <p><u>Strategy Units:</u> Analyzing page 63 Making Connections page 24 Synthesizing pages 35, 36</p> <p><u>Book Club Units:</u> Crimes, Clues, and Suspects page 42</p>
<p><b>Preparing for Revision</b> 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., <i>effective use of language, logical organization</i>) <i>Teacher prompts:</i> “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</p>	<p><u>Program and Planning Guide</u> page 156</p> <p><u>Literacy Support Guide</u> page 280–284</p> <p><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</p> <p><u>Book Club Units:</u> Crimes, Clues, and Suspects pages 43, 45</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place Grade 5</i>
<p>sentence?”</p> <p><b>Revision</b>            2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (<i>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</i>)  <i>Teacher prompt:</i> “Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?”</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 Units:</u>            Crimes, Clues, and Suspects pages 43, 45</p>
<p><b>Producing Drafts</b>            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</p>	<p><u>Literacy Support Guide</u> pages 256–280</p> <p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! page 8            The Beauty of Bogs page 4            A Fish Tale page 7            Getting It All Done page 4            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 55, 56, 58            Evaluating pages 64, 67</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place Grade 5</i>
	<p>Inferring pages 67, 70            Making Connections pages 55, 57, 58            Predicting pages 67, 60            Self-Monitoring pages 56, 57, 59            Sequencing pages 63, 65            Synthesizing pages 83, 84, 86</p> <p><u>Book Club Units:</u>            Crimes, Clues, and Suspects pages 42, 43, 45</p>
<p><b>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b>            By the end of grade 5, students will:</p>	
<p><b>Spelling Familiar Words</b>            3.1 spell familiar words correctly (<i>e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent reading texts; words used regularly in instruction across the curriculum</i>)</p>	<p><u>Program and Planning Guide</u> pages 148, 156</p> <p><u>Literacy Support Guide</u> pages 322–362, 378–380, 396, 397</p> <p><u>Strategy Units:</u>            Analyzing pages 37, 42            Evaluating pages 38, 43            Inferring pages 36, 40            Making Connections pages 30, 31, 35            Predicting pages 31, 35            Self-Monitoring pages 32, 33, 37            Sequencing pages 32, 33, 37            Synthesizing pages 44, 45, 49</p>
<p><b>Spelling Unfamiliar Words</b>            3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (<i>e.g., pronounce the silent letters in words: pneumonia; 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</i>)</p>	<p><u>Program and Planning Guide</u> pages 148, 156</p> <p><u>Literacy Support Guide</u> pages 322–362, 398, 399</p> <p><u>Strategy Units:</u>            Analyzing pages 37–41, 56, 59, 63            Evaluating pages 39–42, 65, 67            Inferring pages 37–39, 68, 71            Making Connections pages 31–33, 55, 56, 58, 63            Predicting pages 31–34, 58, 61, 64            Self-Monitoring pages 33–36, 57, 58, 60            Sequencing pages 33–36, 63, 65, 66, 70            Synthesizing pages 45–48, 83–87, 91</p>

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<i>and spell new words)</i>	
<p><b>Vocabulary</b>            3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (<i>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</i>)</p>	<p><u>Literacy Support Guide</u> pages 301, 302, 376, 377</p> <p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! page 8            Beijing: Heart and Soul of China page            Bottle of Light page            Canuck Cards page            Charlie page            A Fish Tale page            Getting It All Done page            The Gifts of the Animals page            Giuseppe page            Greece page            Inside Irish Myths and Legends page            It’s a Wrap: A Mummy’s Tale page            Living in the Freezer: The Antarctica Book page            Marvelous Marsupials: A Guide to Kangaroos page            Mary’s Way page            Masks page            Mystery of the Blue Scarab page            Parker Shanahan, Survivor Against All Odds page            Pet of the Week page            School Trip page            Smart Spy Catalogue page            Snowstorm page            Taking a Stand page            That’s Gross! page            Twenty-Dollar Reward page            Two Chinese Myths page            Water page            When Earth Shakes page            The Worms Are Invading page</p> <p><u>Strategy Units:</u>            Analyzing pages            Evaluating pages            Inferring pages            Making Connections pages            Predicting pages            Self-Monitoring pages            Sequencing pages            Synthesizing pages</p> <p><u>Book Club Units:</u></p>

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<p><b>Punctuation</b> 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before <b>and</b> or <b>but</b> 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</p>	<p>Crimes, Clues, and Suspects pages <u>Program and Planning Guide</u> pages 142, 148, 156 <u>Literacy Support Guide</u> pages 300, 303–308 <u>Guided Reading:</u> The Beauty of Bogs page 4 <u>Strategy Units:</u> Analyzing pages 56, 59 Evaluating pages 65, 67 Inferring pages 68, 71 Making Connections pages 56, 58 Predicting pages 58, 61 Self-Monitoring page 60 Sequencing page 65 Synthesizing pages 84–86 <u>Book Club Units:</u> Crimes, Clues, and Suspects page 45</p>
<p><b>Grammar</b> 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 (<i>e.g., courage, hope</i>); collective nouns (<i>e.g., flock of birds</i>); adjectives, including comparative adjectives (<i>e.g., bigger, more expensive</i>); the helping verb <i>have</i>; adverbs modifying verbs (<i>e.g., when, where, how</i>); comparative adverbs (<i>e.g., faster, slower</i>)</p>	<p><u>Program and Planning Guide</u> page 155 <u>Literacy Support Guide</u> page 308, 309 <u>Guided Reading:</u> The Beauty of Bogs page 4 Masks page 8 <u>Strategy Units:</u> Inferring pages 68, 71 Predicting page 61 Self-Monitoring page 60</p>
<p><b>Proofreading</b> 3.6 proofread and correct their writing using guidelines developed with peers and the teacher (<i>e.g., an editing checklist specific to the writing task</i>)</p>	<p><u>Program and Planning Guide</u> pages 142, 148, 156 <u>Literacy Support Guide</u> pages 296–299 <u>Strategy Units:</u> Analyzing pages 56, 59 Evaluating pages 65, 67 Inferring pages 68, 71 Making Connections pages 56, 58</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
	Predicting pages 58, 61 Self-Monitoring pages 57, 58, 60 Sequencing pages 63, 65, 66 Synthesizing pages 84–87  <u>Book Club Units:</u> Crimes, Clues, and Suspects pages 43–45
<b>Publishing</b> 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout ( <i>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</i> )	<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 Units:</u> Crimes, Clues, and Suspects pages 44, 46
<b>Producing Finished Works</b> 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	<u>Program and Planning Guide</u> pages 148, 149  <u>Literacy Support Guide</u> pages 310–321  <u>Guided Reading:</u> Bottle of Light page 8 A Fish Tale page 7 The Gifts of the Animals page 8 It’s a Wrap: A Mummy’s Tale page 8 Living in the Freezer: The Antarctica Book page 8 Masks page 8 Mystery of the Blue Scarab page 8 Pet of the Week page 4 Smart Spy Catalogue page 8 Taking a Stand page 4 That’s Gross! page 7 When Earth Shakes page 8 The Worms Are Invading page 4  <u>Strategy Units:</u> Analyzing pages 53–60 Evaluating pages 61–68

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place Grade 5</i>
	<p>Inferring pages 65–72            Making Connections pages 53–60            Predicting pages 55–61            Self-Monitoring pages 54–61            Sequencing pages 60–66            Synthesizing pages 81–88</p> <p><u>Book Club Units:</u>            Crimes, Clues, and Suspects pages 39–46</p>
<p><b>4. Reflecting on Writing Skills and Strategies</b>            By the end of grade 5, students will:</p>	
<p><b>Metacognition</b>            4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (<i>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?</i>)  <i>Teacher prompts:</i> “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?”</p>	<p><u>Program and Planning Guide</u> pages 149, 157, 171</p> <p><u>Literacy Support Guide</u> pages 28, 30</p> <p><u>Strategy Units:</u>            Analyzing page 60            Evaluating page 68            Inferring pages 71, 72            Making Connections pages 59, 60            Predicting page 61            Self-Monitoring page 61            Sequencing page 66            Synthesizing pages 87, 88</p> <p><u>Book Club Units:</u>            Crimes, Clues, and Suspects page 46</p>
<p><b>Interconnected Skills</b>            4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers  <i>Teacher prompts:</i> “How has exploring different authors’ perspectives on an issue helped you prepare for writing?” “Explain how dialogue with your peers can</p>	<p><u>Program and Planning Guide</u> pages 149, 157, 171</p> <p><u>Strategy Units:</u>            Analyzing page 60            Evaluating page 68            Inferring pages 71, 72            Making Connections pages 59, 60            Predicting page 61            Self-Monitoring page 61            Sequencing page 66            Synthesizing pages 87, 88</p> <p><u>Book Club Units:</u></p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place</i> Grade 5</b>
help you to express your opinion when you are writing.”	Crimes, Clues, and Suspects page 46
<b>Portfolio</b> 4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices	<u>Program and Planning Guide</u> page 149 <u>Literacy Support Guide</u> pages 25, 30

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<b>Overall Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<p><b>Media Literacy</b></p>	
<p>By the end of grade 5, students will:</p>	
<p>1. demonstrate an understanding of a variety of media texts;</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 29</p> <p><u>Guided Reading:</u>            101 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            Snowstorm page 8            Water page 8            When Earth Shakes page 8            The Worms Are Invading pages 2, 4</p> <p><u>Strategy Units:</u>            Evaluating page 46            Inferring pages 46, 48, 49</p>
<p>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 29</p> <p><u>Guided Reading:</u>            101 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            The Gifts of the Animals 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            Snowstorm page 8            Water page 8            When Earth Shakes page 8</p>

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Overall Expectations	Scholastic <i>Moving Up with Literacy Place</i> Grade 5
<p><b>Media Literacy</b> By the end of grade 5, students will:</p>	
	<p>The Worms Are Invading pages 2, 4</p> <p><u>Strategy Units:</u> Evaluating page 46</p>
<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> pages 30, 81, 93, 97, 101, 115</p> <p><u>Guided Reading:</u> 101 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 4 The Gifts of the Animals page 8 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 Water page 8 When Earth Shakes page 8 The Worms Are Invading page 4</p> <p><u>Strategy Units:</u> Evaluating page 46</p>
<p>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.</p>	<p><u>Literacy Support Guide</u> page 30</p> <p><u>Guided Reading:</u> It’s a Wrap: A Mummy’s Tale page 8 When Earth Shakes page 8 The Worms Are Invading page 4</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place Grade 5</i></b>
<p><b>1. Understanding Media Texts</b> By the end of grade 5, students will:</p>	
<p><b>Purpose and Audience</b> 1.1 identify the purpose and audience for a variety of media texts (<i>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</i>) <i>Teacher prompt:</i> “Who is this work intended/not intended for? What evidence in the work tells you that?”</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 29</p> <p><u>Guided Reading:</u> 101 Things You Really Need to Know About Geography! page 8 Beijing: Heart and Soul of China page 8 Canuck Cards page 7 Smart Spy Catalogue page 8</p> <p><u>Strategy Units:</u> Evaluating page 36</p>
<p><b>Making Inferences/Interpreting Messages</b> 1.2 use overt and implied messages to draw inferences and construct meaning in media texts (<i>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</i>) <i>Teacher prompt:</i> “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</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 29</p> <p><u>Strategy Units:</u> Evaluating page 36</p>

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<p>person wearing it?”</p> <p><b>Responding to and Evaluating Texts</b>            1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (<i>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</i>)</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 29</p> <p><u>Guided Reading:</u>            101 Things You Really Need to Know About Geography! page 8            Smart Spy Catalogue page 5</p> <p><u>Strategy Units:</u>            Evaluating page 37</p>
<p><b>Audience Responses</b>            1.4 explain why different audiences might respond differently to the same media text (<i>e.g., identify some different responses to their favourite music and suggest reasons for the differences</i>)  <i>Teacher prompts:</i> “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.”</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 29</p> <p><u>Guided Reading:</u>            Beijing: Heart and Soul of China page 8</p>
<p><b>Point of View</b>            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,</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 29</p> <p><u>Guided Reading:</u>            Getting It All Done page 4            Smart Spy Catalogue page 6</p>

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<p>suggest how a more balanced view might be represented (<i>e.g., this documentary about various athletes does not include athletes who have physical disabilities; another character could be included to represent their experience</i>)</p> <p><i>Teacher prompt:</i> “Whose point of view is missing in this media text? How could the text be changed to include that point of view?”</p>	
<p><b>Production Perspectives</b></p> <p>1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (<i>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</i>)</p> <p><i>Teacher prompt:</i> “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?”</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 29</p> <p><u>Guided Reading:</u>            Charlie page 7            Marvelous Marsupials: A Guide to Kangaroos page 2</p>
<p><b>2. Understanding Media Forms, Conventions, and Techniques</b>            By the end of Grade 5, students will:</p>	
<p><b>Form</b></p> <p>2.1 describe in detail the main elements of some media forms (<i>e.g., television</i>)</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 29</p>

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<p><i>talk show</i>: host, studio audience, guests, commercial breaks; <i>news broadcast</i>: news anchor, reporters, video clips, commercial breaks; <i>television sitcom</i>: standard set, regular cast, visiting actors, laugh track, plot problem and complications, happy ending)  <i>Teacher prompt</i>: “What do you expect to see when you watch a sitcom that you don’t expect in a talk show?”</p>	<p><u>Guided Reading</u>:            Getting It All Done page 2            Giuseppe page 4            Snowstorm page 8            When Earth Shakes page 8</p> <p><u>Strategy Units</u>:            Self-Monitoring page 31</p>
<p><b>Conventions and Techniques</b>            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 (<i>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</i>)  <i>Teacher prompts</i>: “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</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 30</p> <p><u>Guided Reading</u>:            It’s a Wrap: A Mummy’s Tale page 8            When Earth Shakes page 8</p> <p><u>Strategy Units</u>:            Evaluating page 46</p> <p><u>Book Club Units</u>:            All Systems Go! (full guide)</p>

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<p>this newspaper? What sorts of advertisements appear in the different sections? Can you explain why they differ?"</p>	
<p><b>3. Creating Media Texts</b> By the end of Grade 5, students will:</p>	
<p><b>Purpose and Audience</b> 3.1 describe in detail the topic, purpose, and audience for media texts they plan to create (<i>e.g., an advertising campaign to encourage students to participate in a charity drive</i>) <i>Teacher prompt:</i> “What do you want to say? Who is your audience? How do you want to influence your audience?”</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 30</p> <p><u>Guided Reading:</u> 101 Things You Really Need to Know About Geography! page 8 Beijing: Heart and Soul of China page 8 Canuck Cards page 7 Smart Spy Catalogue page 8</p>
<p><b>Form</b> 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 (<i>e.g., a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken or planned by members of the school community</i>) <i>Teacher prompt:</i> “Why would a pamphlet or a newsletter be better than a poster to communicate this message?”</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 30</p> <p><u>Guided Reading:</u> 101 Things You Really Need to Know About Geography! page 8</p>
<p><b>Conventions and Techniques</b> 3.3 identify conventions and techniques appropriate to the form chosen for a media text</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 30</p> <p><u>Guided Reading:</u></p>

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<p>they plan to create, and explain how they will use the conventions and techniques to help communicate their message (<i>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</i>)</p> <p><i>Teacher prompt:</i> “In what ways would a menu for a fast-food restaurant differ from a menu for a fine-dining restaurant?”</p>	<p>It’s a Wrap: A Mummy’s Tale page 8 When Earth Shakes page 8</p> <p><u>Strategy Units:</u> Evaluating pages 46, 66–68</p>
<p><b>Producing Media Texts</b> 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (<i>e.g.,</i></p> <ul style="list-style-type: none"> <li>• a T-shirt to be worn by a character in a story or television show</li> <li>• a pamphlet on a socially relevant topic they have studied this year</li> <li>• 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</li> <li>• a flyer/poster, created using software, to advertise</li> </ul>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> pages 30, 81, 93, 97, 101, 115</p> <p><u>Guided Reading:</u> 101 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 Masks page 8 Smart Spy Catalogue page 8 Snowstorm page 8 Water page 8 When Earth Shakes page 8 The Worms Are Invading page 4</p> <p><u>Strategy Units:</u> Evaluating pages 46, 66–68</p>

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<p><i>a school event</i></p> <ul style="list-style-type: none"> <li>• <i>a mock television commercial for a food product, drink, or item of clothing</i></li> <li>• <i>a news broadcast about a topic – such as immigration – from a cross-curricular unit of study</i></li> <li>• <i>a breakfast, lunch, or dinner menu for a restaurant depicted in a novel, short story, or film)</i></li> </ul>	
<p><b>4. Reflecting on Media Literacy Skills and Strategies</b> By the end of Grade 5, students will:</p>	
<p><b>Metacognition</b> 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 <i>Teacher prompt:</i> “Reflect on the media product(s) you have created. What did you learn from the process? How will that influence your next effort?”</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 30</p> <p><u>Guided Reading:</u> 101 Things You Really Need to Know About Geography! page 8 It’s a Wrap: A Mummy’s Tale page 8</p>
<p><b>Interconnected Skills</b> 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 <i>Teacher prompts:</i> “How are reading, viewing, and listening similar? How can your strengths in one area help you in another?” “How can listening to a music</p>	<p><u>Program and Planning Guide</u> pages 179–183</p> <p><u>Literacy Support Guide</u> page 30</p> <p><u>Guided Reading:</u> When Earth Shakes page 8</p>

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<b>Specific Expectations</b>	<b>Scholastic <i>Moving Up with Literacy Place</i> Grade 5</b>
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?”	