



Number

Standards of Learning

Frames Tasks

Frames Lessons

## How to read the Frames Standards Correlations

The Frames Standards Correlations include information on how you and your students can use Frames to meet your curriculum and technology standards. Since you can meet each standard in a variety of ways, next to each standard you will see columns for Frames Tasks and Lessons.

## Frames Tasks

The Frames Tasks are suggestions for projects that correspond to work you are already doing in the classroom. The Frames Task describes ways you can use Frames to foster student learning of this standard.

## Frames Lessons

The Frames Lessons are multi-level Frames lessons that include a step-by-step process for teachers and students. There are downloadable templates and examples, direct links to relevant Frames Snacks and Recipes. You can find these lessons online at:

[www.recipes4success.com](http://www.recipes4success.com)



## Grade 6

### Oral Communication

#### 1. Listening to Understand

1.6

Extending Understanding

1.6 extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., use dialogue or drama to explore similarities and differences between ideas in oral texts and their own ideas)

Students will create an animation comparing and contrasting two ancient civilizations and their impact on the current world.

1.8

Point of View

1.8 identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives (e.g., ask questions about the values that are stated and implied by the perspective taken and those that are ignored; use role play or drama to express alternative views)

Students will create an animated book talk sharing their perspective on the author's point of view.

#### 2. Speaking to Communicate

2.3

Clarity and Coherence

2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information (e.g., present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion)

Students will create a short political commercial for their favorite candidate or issue.

Propaganda, Issues and More - Your Own Political Commercial



2.4

Appropriate Language

2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience (e.g., use similes, personification, and comparative adjectives and adverbs to achieve a desired effect)

Students will create a commercial for an electronic device they will be personifying.

2.5

Vocal Skills and Strategies

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g., create different-sounding “voices” for the characters in a dramatization of a story)

Students will create a narrative with various characters recording a distinct voice for each.

2.7

Visual Aids

2.7 use a variety of appropriate visual aids, (e.g., video images, maps, posters, charts, costumes) to support or enhance oral presentations (e.g., wear a costume to help portray the speaker in a monologue; create a slide show to accompany a report)

Students will create an animated map of the journey for a particular Canadian explorer.

**READING**

**1. Reading for Meaning**

1.1

Variety of Texts

1.1 read a wide variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, legends, fantasies, novels, plays), graphic texts (e.g., graphic novels, advertisements, atlases, graphic organizers, charts and tables), and informational texts (e.g., biographies, textbooks, and other non-fiction materials; articles and reports; print and online editorials, various electronic texts, webquest texts)

Students will create an animated comic strip summarizing a short story read in class.



1.3

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through brainstorming and developing concept maps; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts in a text; make predictions about a text based on knowledge of similar texts; reread or read on to confirm or clarify understanding)

Students will use the graphic organizer, plot, in Pics4Learning to fill out and narrate the main idea of the story.

1.4

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., general idea and related facts in chapters, reports, tables and charts, concept maps, online and print magazine articles, editorials, brochures or pamphlets, websites; main theme and important details in short stories, poems, plays, legends)

Students create a movie trailer for a book they have read focusing on the climax of the story and the effects it has on the characters.

Read This Book

1.5

Making Inferences/Interpreting Texts

1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

Students create an animated talk show interviewing the author of their favorite book posing questions about a possible sequel to the book.

1.9

Point of View

1.9 identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives (e.g., ask questions to identify any biases that are stated or implied in the view presented)

Students create a video from the viewpoint of the author, in a novel they have read, about their feelings on the outcome of the story.



## 2. Understanding Form and Style

2.2

Text Patterns

2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts (e.g., order of importance in a persuasive letter or news report, a grid and coordinates in a map, columns and rows in a table, time order in a biography)

Students create a biography for a historical figure such as a scientist, politician, inventor, or explorer. Biography

## 3. Reading With Fluency

3.3

Reading Fluently

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., read a radio drama or radio editorial in role with suitable emphasis and phrasing)

Students record narration for an animated comic strip focusing on tone to match the purpose of their animation.

## WRITING

### 1. Developing and Organizing Content

1.5

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance)

Students use the plot diagram in Pics4Learning to narrate the events of a story they have read and also using visuals to convey their understanding of the text.

### 2. Using Knowledge of Form and Style in Writing

2.5

Point of View

2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate (e.g., revise writing focusing on the use of inclusive language, such as police officer instead of policeman)



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

#### 3.3 Reading Fluently

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate entry words, multiple meanings, pronunciation guides, charts of spellings of sounds, inflected forms, suffixes and prefixes, primary and secondary stresses, different pronunciations, idioms, and homographs in online and print dictionaries; use thematic dictionaries such as a word game dictionary or a homonym dictionary; use a thesaurus to explore alternative word choices)

Students will create a video of vocabulary terms filling the text with an image representing the word.

### 4. Reflecting on Writing Skills and Strategies

#### 4.2 Interconnected Skills

4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Students create a reflective podcast on their growth as writers.

#### 4.3 Portfolio

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

Students create a reflective podcast on their growth as writers.

## MEDIA LITERACY

### 1. Understanding Media Texts

#### 1.2 Making Inferences/Interpreting Messages

1.2 interpret media texts, using overt and implied messages as evidence for their interpretations (e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine's audience; explain how advertisements for healthy food and those for fast food differ)

Students create a reflective journal commenting on how commercials or print advertisements effect the items their family purchases.



1.5

Point of View

1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal (e.g., identify biases in two different media texts that focus on the same topic or event; evaluate the portrayal of Aboriginal people in the media)

Students create an animated talk show about a current event happening in Canada being sure to share multiple points of view.

1.6

Production Perspectives

1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., political parties create advertisements to win voter support, using funds raised by their members and supporters; producers develop television dramas to entertain and make money by selling their products to television conglomerates, which then broadcast the programs to make money by selling advertising spots in the programs' time slots)

Students will create a short political commercial for their favorite candidate or issue.

Propaganda, Issues and More - Your Own Political Commercial

## 2. Understanding Media Forms, Conventions, and Techniques

2.2

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (e.g., movie conventions: in old-fashioned westerns, white and black cowboy hats were used to identify “good” and “bad” characters; movie techniques: freeze-frame images, slow motion, theme music in movies are used to communicate information non-verbally, emphasize or prolong important or appealing scenes, and maintain interest by keeping the viewer wondering “what next?”)

Students create a radio show focusing on music to convey theme and emotion.



### 3. Creating Media Texts

#### 3.2 Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (e.g., a mock television, radio, or newspaper announcement to inform students about a school-related issue)

Students create an animated news broadcast about school events.

#### 3.3 Conventions and Techniques

Students create an animated talk show discussing a school related issue focusing on techniques used in an interview setting.

#### 3.4 Producing Media Texts

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

- a review of a television program, film, piece of art, or artistic performance that includes commentary on the effects created through the use of various conventions and techniques

Students illustrate characters and use Pics4Learning images for backgrounds as they create a talk show where they discuss the impact of a particular artist on society.

- a mock television broadcast of an announcement about a school-related issue

Students use digital cameras to take pictures of the school and illustrate characters for a school newscast on important information going on in school.

- a multimedia presentation to inform younger students about how to use a website to research a topic related to a unit of study

Students create an entertaining animation for younger students on Internet safety.

- a travelogue illustrating the journey of an early Canadian explorer, including contacts with First Nations peoples

Students use the illustration tools and images from Pics4Learning to document the journey of an important explorer and the impact they had on the expansion of Canada.



### Standard 3.4 Producing Media Kits (continued)

- a storyboard indicating the images to be used in a scene for a television drama adapted from a novel or play

Students use the illustration tools and text tool to create their storyboard. Using the print storyboard feature they share their storyboards.

- a movie poster to advertise a movie based on a narrative they have studied)

Students will create a movie trailer for a book they have recently read.

## 4. Reflecting on Media Literacy

4.1

Metacognition

4.1 identify 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

Students create a reflective journal recording their thoughts on how these skills can help them improve.

4.2

Interconnected Skills

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

Students create a reflective journal explaining their skills and how they help them make sense of and produce media texts.



## Grade 7

## Oral Communication

## 1. Listening to Understand

1.3

## Comprehension Strategies

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts (e.g., use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; visualize scenes suggested by evocative or descriptive language in a text; use note-taking strategies to keep track of or summarize important points made by a speaker)

Students will use the graphic organizers in Pics4Learning to apply as a background and narrate their reasoning for making the choices they did.

1.4

## Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (e.g., briefly outline the main ideas in a text; accurately carry out a procedure or follow instructions; use a graphic form of expression, such as drawing or tableaux, to depict the important ideas in an oral text)

Students create a “How To” animation on a topic of choice.

1.6

## Extending Understanding

1.6 extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., activate prior knowledge in order to assess the credibility of a speaker’s assertions; assess the validity of other speakers’ ideas in relation to their own and modify their own ideas if appropriate; compare the information or ideas in an oral text to those in another text on the same topic)

Students will create an animation comparing and contrasting two ancient civilizations or systems and their impact on the current world.



1.8

Point of View

1.8 explain the connection between a speaker’s tone and the point of view or perspective presented in oral texts (e.g., the reason why a speaker might employ humour to present a serious theme)

Students will create an animated book talk sharing their perspective on the author’s point of view.

## 2. Speaking to Communicate

2.4

Appropriate Language

2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience (e.g., use the technical vocabulary of the subject area during a scientific investigation in a group setting; incorporate literary language and structures into personal anecdotes or imaginative narratives; use emotive language in a persuasive appeal to a large group)

Students will create a public service announcement on a conservation issue they feel strongly about.

Don’t Let the Earth Down

2.5

Vocal Skills and Strategies

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (e.g., use pauses and changes of pace to highlight the introduction of each new point in a speech to the student body)

Students will create a narrative with various characters recording a distinct voice for each.

2.7

Visual Aids

2.7 use a variety of appropriate visual aids (e.g., charts, videos, props, multimedia) to support and enhance oral presentations (e.g., use a short video clip to support a formal presentation)

Students will create an animated map of the journey for a particular Canadian explorer.



## READING

### 1. Reading for Meaning

1.1

Students will create an animated comic strip summarizing a short story read in class.

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (e.g., short stories, poetry, novels, mysteries, historical fiction, autobiographies, scripts, lyrics), graphic texts (e.g., graphs and graphic organizers, charts and tables, diagrams, surveys, maps), and informational texts (e.g., print and online encyclopedias, manuals, and magazine and newspaper articles; magazines in their first languages, where appropriate; electronic texts, textbooks, and non-fiction materials; a variety of dictionaries, thesauri, and websites)

Students will create an animated comic strip summarizing a short story read in class.

1.3

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through dialogue and discussion; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts; ask questions to monitor understanding; summarize sections of text during reading; synthesize ideas to broaden understanding)

Students will use the graphic organizer, plot, in [Pics4Learning](#) to fill out and narrate the main idea of the story.

1.4

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea (e.g., key information in manuals, surveys, graphs, online and print encyclopedias, websites, tables and charts; theme and related ideas in magazine articles, dramatic monologues, television programs)

Students create a movie trailer for a book they have read focusing on the climax of the story and the effects it has on the characters. [Read This Book](#)



1.9

Point of View

1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives (e.g., determine whether an author’s choice of voices to include seems justified and suggest how the meaning would change if different voices were chosen).

Students create a video from the viewpoint of the author, in a novel they have read, about their feelings on the outcome of the story.

## 2. Understanding Form and Style

2.1

Text Forms

2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a novel (e.g., the realistic portrayal of imagined characters and actions helps the reader become involved in the story), graphic texts such as a photo essay (e.g., the pictures and captions together communicate much more than they could separately), and informational texts such as a manual (e.g., the use of headings, numbered steps, and illustrations makes the procedures easy to follow)

Students will create a digital story on an important historical event in Canadian history. Animating a Historical Event

## 3. Reading With Fluency

3.1

Reading Familiar Words

3.1 automatically read and understand most words in a wide range of reading contexts (e.g., words from grade-level texts; terminology used in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, electronic texts, and resource materials in the curriculum subject areas)

Students will create a video of vocabulary terms filling the text with an image representing the word.

3.3

Reading Fluently

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., read in role with suitable emphasis and phrasing to dramatize a text for an audience)

Students record narration for an animated comic strip focusing on tone to match the purpose of their animation.

**WRITING****1. Developing and Organizing**

1.4

## Classifying Ideas

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data (e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a “Plus/Minus/Interesting” chart).

Students use the graphic organizers in Pics4Learning as a background adding text and narrating their ideas.

1.5

## Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies (e.g., making jot notes; grouping according to key words; making charts; drawing webs) and organizational patterns (e.g., combined/multiple orders such as comparison and cause and effect).

Students use the plot diagram in Pics4Learning to narrate the events of a story they have read and also using visuals to convey their understanding of the text.

**2. Using Knowledge of Form and Style in Writing**

2.1

## Form

2.1 write complex texts of different lengths using a wide range of forms (e.g., a description of the procedure for growing rice or coffee; an explanation of multiple ways to solve a mathematical problem or investigation; an argument stating the opposing points of view on a community issue, including the response of each side to the points made by the other side, for a class/school debate, or to report on the debate in a newsletter; a fictional narrative about a historical event to dramatize material studied; a mystery story modelled on the structures and conventions of the genre).

Students create a public service announcement on a community issue.

2.5

## Point of View

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

Students will use the graphic organizers in Pics4Learning to apply as a background and narrate their reasoning for making the choices they did.



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

3.3

Vocabulary

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate syllables, stress patterns, inflected forms, multiple meanings, and information about word origins in online and print dictionaries, including thematic dictionaries such as a medical dictionary, bilingual dictionary, or dictionary of idioms; use a thesaurus to explore alternative word choices).

Students will create a video of vocabulary terms filling the text with an image representing the word.

3.7

Publishing

3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and cursive writing; supply a timeline; supply captions and text boxes to accompany the photographs in a photo essay; use a bulleted or point-form layout in a summary of key points for a debate)

Students use the illustration tools and text tool to create a storyboard outlining their thought process for their script to use in a fictional narrative. Using the print storyboard feature they can share their storyboards.

### 4. Reflecting on Writing Skills and Strategies

4.2

Interconnected Skills

4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers.

Students create a reflective podcast on their growth as writers.

4.3

Portfolio

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

Students create a reflective podcast on their growth as writers.



## MEDIA LITERACY

### 1. Developing and Organizing

1.2

#### Making Inferences/Interpreting Messages

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (e.g., identify the editorial positions of two different newspapers by comparing the selection of stories and the composition of elements [photos, images, text] on their front pages; identify the themes in a contemporary action movie or comedy and explain how these themes contribute to the popularity of the film; explain how standards of beauty are established in advertising)

Students create an animated news broadcast tackling a current issue in Canada with varying points of view.

1.5

#### Point of View

1.5 demonstrate understanding that different media texts reflect different points of view (e.g., compare pictures of the same character and/or event in media texts aimed at different audiences and identify the different perspectives represented)

1.6

#### Production Perspectives

1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (e.g., films may be classified as “artistic”, “commercial”, “documentary”, and so on, reflecting the different perspectives and approaches they take; one magazine contains a majority of pieces offering a political perspective, whereas another features various pieces written from different perspectives)

Students create an animated documentary on an important historical event that happened in Canada.



### 3. Creating Media Texts

3.4

Producing Media Texts

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

- a multimedia report on a unit of study for geography

Students research life during ancient Egyptian times and create a newscast on how geography affected daily life.

Ancient Egyptian Newscast

- an advertisement for a new product

Students brainstorm in a small group about a new product to advertise. Using the creativity tools in Frames they illustrate and narrate their commercial.

- a scene for a film based on a prose narrative

Students use images from Pics4Learning and illustration tools to transform their favourite children’s book into an animation.

### 4. Reflecting on Media Literacy

4.1

Metacognition

4.1 identify 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

Students create a reflective journal recording their thoughts on how these skills can help them improve.

4.2

Interconnected Skills

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

Students create a reflective journal explaining their skills and how they help them make sense of and produce media texts.



## Grade 8

### ORAL COMMUNICATION

#### 1. Listening to Understand

1.3

##### Comprehension Strategies

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts (e.g., use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; use a range of note-taking strategies to keep track of or summarize important points; use self-questioning to monitor understanding of what is being said)

Students will use the graphic organizers in Pics4Learning to apply as a background and narrate their reasoning for making the choices they did.

1.6

##### Extending Understanding

1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., respond in role as a character from an oral text while being interviewed by another student; discuss similarities and differences between oral and print texts on the same topic, focusing on specific elements such as the accuracy and relevance of information; debate the wisdom of the choices made by a historical personage depicted in an oral biography, based on ideas about what their own choices might have been)

Students will create an animation comparing and contrasting two ancient civilizations or systems and their impact on the current world.



## 2. Speaking to Communicate

2.3

### Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience (e.g., combine logic with an appeal to emotion in a charity fund-raising speech; use a cause-and-effect structure in a report on the rise of a political movement or the emergence of a contentious Aboriginal issue)

Students will create a short political commercial for their favorite candidate or issue.

Propaganda, Issues and More - Your Own Political Commercial

2.4

### Appropriate Language

2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience (e.g., use imagery, figurative language such as similes and analogies, and other stylistic elements such as idioms and onomatopoeia to evoke a particular mood in a dramatic monologue or an appeal for support)

Students will create a public service announcement on a conservation issue they feel strongly about.

Don't Let the Earth Down

2.5

### Vocal Skills and Strategies

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (e.g., use changes in pitch to differentiate voices in a storytelling session; use tone and volume to clarify implied messages in a rap poem)

Students will create a narrative with various characters recording a distinct voice for each.

2.7

### Visual Aids

2.7 use a variety of appropriate visual aids (e.g., photographs, multimedia, diagrams, graphs, charts, costumes, props, artefacts) to support and enhance oral presentations (e.g., use a chart to clarify the order of events in a report about a scientific breakthrough; use a video clip from an animated cartoon to show how sound is used to complement the image)

Students will create an animation that demonstrates how a specific type of chemical bond is formed.

Chemistry Concepts: Chemical Bonding



**READING**

**1. Reading for Meaning**

1.1

Variety of Texts

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (e.g., short stories, novels, poetry, essays, science fiction, memoirs, scripts, satire), graphic texts (e.g., graphs and graphic organizers, charts and tables, surveys, maps, spreadsheets), and informational texts (e.g., essays, Canadian and global print and online sources, electronic texts, textbooks, dictionaries, thesauri, websites, transcripts)

Students will create an animated comic strip summarizing a short story read in class.

1.3

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts (e.g., activate prior knowledge on a topic through dialogue or by developing mind maps; use visualization and comparisons with images in other texts or media to clarify impressions of characters, scenes, or concepts; ask questions to monitor and clarify understanding; identify important ideas; synthesize ideas to broaden understanding)

Students will use the graphic organizer, plot, in *Pics4Learning* to fill out and narrate the main idea of the story.

1.4

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea (e.g., theme or argument and supporting evidence in reviews, essays, plays, poems; key information and related data in public documents, online and print reference articles, manuals, surveys, graphs, tables and charts, websites, transcripts)

Students create a movie trailer for a book they have read focusing on the climax of the story and the effects it has on the characters. *Read This Book*



1.9

Point of View

1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives (e.g., determine whether an environmental argument should include an economic perspective or an economic argument should include an environmental perspective)

Students create a video from the viewpoint of the author, in a novel they have read, about their feelings on the outcome of the story.

## 2. Understanding Form and Style

2.1

Text Forms

2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a memoir (e.g., the author's personality and/or special experience of the subject are an important part of the narrative, even if the author is not the subject of the narrative), graphic texts such as a map (e.g., the different colours for land and water help readers understand what geographical features they are looking at), and informational texts such as a magazine article (e.g., sidebars allow minor themes to be developed in detail without interrupting the main narrative)

Students will create a public service announcement about a health issue that they feel strongly about. Here's To Your Health!

## 3. Reading With Fluency

3.1

Reading Familiar Words

3.1 automatically read and understand most words in a wide range of reading contexts (e.g., words from grade-level texts; terminology used in discussions and posted in the classroom; words from shared-, guided-, and independent- reading texts, electronic texts, and resource material used in the curriculum subject areas)

Students will create a video of vocabulary terms filling the text with an image representing the word.

3.3

Reading Fluently

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., orally ...

Students record narration for an animated comic strip focusing on tone to match the purpose of their animation.

**WRITING****1. Developing and Organizing Content**

1.4

## Classifying Ideas

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data (e.g., by using electronic graphic organizers, tables, charts)

Students use the graphic organizers in Pics4Learning as a background adding text and narrating their ideas.

1.5

## Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies (e.g., making jot notes; making sketchboard outlines of a procedure or series of events) and organizational patterns (e.g., combined/multiple orders such as order of importance and cause and effect)

Students use the plot diagram in Pics4Learning to narrate the events of a story they have read and also using visuals to convey their understanding of the text.

**2. Using Knowledge of Form and Style in Writing**

2.1

## Form

2.1 write complex texts of a variety of lengths using a wide range of forms (e.g., a memoir of a significant Canadian; a report comparing the economies of two nations and explaining how a new industry might affect each nation's economy; briefing notes for an oral debate outlining both sides of an argument, including appeals to both logic and emotion; a narrative in the style of a particular author, adding to or extending a text by that author; an original satirical, science-fiction, or realistic fiction piece modelled on the structures and conventions of the genre; a free verse or narrative poem, or a limerick)

Students create a short political commercial for their favorite candidate or issue.

Propaganda, Issues and More - Your Own Political Commercial



2.5

Point of View

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate

Students will use the graphic organizers in Pics4Learning to apply as a background and narrate their reasoning for making the choices they did.

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

3.7

Publishing

3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and cursive writing; use an imaginative text layout, drawings, and a table of contents in a class poetry anthology for the school library; use a spreadsheet to display detailed specific information)

Students use the illustration tools and text tool to create a storyboard outlining their thought process for their script to use in a fictional narrative. Using the print storyboard feature they can share their storyboards.

3.8

Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations (e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)

Students create an animation on an original fictional piece of writing.

### 4. Reflecting on Writing Skills and Strategies

4.2

Interconnected Skills

4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Students create a reflective podcast on their growth as writers.

4.3

Portfolio

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

Students create a reflective podcast on their growth as writers.



### MEDIA LITERACY

## 3. Creating Media Texts

3.4

Producing Media Texts

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

- a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character

Students create an advertisement, in the form of a movie trailer, that promotes a book that they have read focusing on the elements of a narrative.

Read This Book

- a one-minute video advertising a class fund-raising project

Students create an animated public service announcement on the importance of supporting the fund-raising project for the school, highlighting where the funds will be spent along with the value of student involvement.

- a report on school sports events to be presented during morning announcements

Using the chroma key feature to include themselves in the newscast along with digital images taken from the sporting events, students will create a sports newscast similar to those seen on television.

- a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying

Students will create a short political commercial for their favourite candidate or issue.

Propaganda, Issues and More - Your Own Political Commercial

- a storyboard for a video of a favourite song that is not available as a video)

Students use the illustration tools and text tool to create their storyboard. Using the print storyboard feature they share their storyboards.

## 4. Reflecting on Media Literacy

4.1

Metacognition

4.1 identify 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

Students create a reflective journal recording their thoughts on how these skills can help them improve.



4.2

Interconnected Skills

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

Students create a reflective journal explaining their skills and how they help them make sense of and produce media texts.