

**The Ontario Curriculum Correlation to Scholastic *Stepping Up With Literacy*  
Place (Grade 7)**

<b>Language</b>	
<b>Oral Communication</b>	
<b>OVERALL EXPECTATIONS</b>	
By the end of grade 7, students will:	
1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	All Inquiry Units All Book Club Units
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	All Inquiry Units All Book Club Units
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.	<u>Inquiry Units:</u> Behind the Music page 84 Environmental Choices pages 85-86  <u>Book Club Units:</u> Follow the Evidence pages 57, 76, 82-83 This Is Who I Am pages 57, 71, 77-78
<b>1. LISTENING TO UNDERSTAND: SPECIFIC EXPECTATIONS</b>	
By the end of grade 7, students will:	
<b>Purpose</b> 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks ( <i>e.g., to analyse the arguments on both sides of a class debate; to create a character sketch based on a sound clip from a film or an audiotape of an interview; to synthesize ideas in a literature circle</i> )	All Inquiry Units All Book Club Units
<b>Active Listening Strategies</b> 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups ( <i>e.g., take turns without interrupting or overlapping during a class debate or panel discussion; ask questions to make connections to the ideas of others; use vocal prompts in dialogue to express empathy, interest, and personal regard: After an experience like that, I can imagine how you felt.</i> )	<u>Inquiry Units:</u> Behind the Music page 19, 29-31 Environmental Choices pages 16-17, 22, 24, 26  <u>Book Club Units:</u> Follow the Evidence pages 15-16, 21, 23, 26, 29, 37, 54, 56-57, 64 This Is Who I Am pages 27-29, 45, 50, 55, 57, 60
<b>Comprehension Strategies</b>	<u>Inquiry Units:</u>

<p><b>1.3</b> 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 (<i>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</i>)</p>	<p>Behind the Music pages 19, 26, 29-31, 35 Environmental Choices pages 16-17, 21, 23-26</p> <p><u>Book Club Units:</u> Follow the Evidence pages 16-17, 23-25, 29, 31, 33-34, 36, 40, 42 This Is Who I Am pages 27-29, 31, 33-34, 45, 50</p>
<p><b>Demonstrating Understanding</b> <b>1.4</b> demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (<i>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</i>)</p>	<p><u>Inquiry Units:</u> Behind the Music pages 21-24, 29-31, 34-35, 68 Environmental Choices pages 19-20, 23, 25-26, 30-31, 62, 66-68</p> <p>All Book Club Units</p>
<p><b>Making Inferences/Interpreting Texts</b> <b>1.5</b> develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation</p> <p><i>Teacher prompt:</i> “Explain what evidence you used to determine the theme(s) in this oral text.”</p>	<p><u>Inquiry Units:</u> Behind the Music pages 31, 35, 42-43 Environmental Choices pages 23, 25-26, 29-31, 65-67</p> <p>All Book Club Units</p>
<p><b>Extending Understanding</b> <b>1.6</b> 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 (<i>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</i>)</p>	<p><u>Inquiry Units:</u> Behind the Music pages 26-27, 31, 33-34 Environmental Choices pages 21, 23, 25, 30, 67</p> <p>All Book Club Units</p>

<p><b>Analysing Texts</b> 1.7 analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements (<i>e.g., listen to two sides of an argument in a debate, make a judgment, and develop a personal position on the topic</i>)</p>	<p><u>Inquiry Units:</u> Behind the Music pages 33-34 Environmental Choices pages 23, 25-26, 29-30</p> <p><u>Book Club Unit:</u> Follow the Evidence page 56</p>
<p><b>Point of View</b> 1.8 explain the connection between a speaker’s tone and the point of view or perspective presented in oral texts (<i>e.g., the reason why a speaker might employ humour to present a serious theme</i>)</p> <p><i>Teacher prompts:</i> “How does the use of humour in this text influence the audience?” “Why do you think the speaker uses sarcasm? Is it effective? Why, or why not?”</p>	
<p><b>Presentation Strategies</b> 1.9 identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness (<i>e.g., the use of humour, body language, visual aids, vocal effects</i>)</p>	<p><u>Inquiry Unit:</u> Environmental Choices page 26</p>
<p><b>2. SPEAKING TO COMMUNICATE: SPECIFIC EXPECTATIONS</b> By the end of grade 7, students will:</p>	
<p><b>Purpose</b> 2.1 identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies (<i>e.g., to present conclusions about a research project through dramatization, a role play, or a monologue; to interest classmates in a social issue through a debate; to solve problems or investigate issues and ideas through a group brainstorming session</i>)</p>	<p>All Inquiry Units All Book Club Units</p>
<p><b>Interactive Strategies</b> 2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience (<i>e.g., ask questions and paraphrase to confirm understanding; request repetition or an explanation from other group members when</i></p>	<p><u>Inquiry Unit:</u> Environmental Choices page 65</p> <p><u>Book Club Units:</u> Follow the Evidence 29 This Is Who I Am page 29</p>

<p><i>meaning is unclear; use language and forms of address that are appropriate to the formality or informality of the situation)</i></p>	
<p><b>Clarity and Coherence</b>  2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience (<i>e.g., use a formal structure of opening statement, enumeration of points, and summary/conclusion, and a straightforward, impersonal style, to present a position statement on an issue</i>)</p>	<p><u>Inquiry Unit:</u>  Environmental Choices pages 78-79</p> <p><u>Book Club Units:</u>  Follow the Evidence page 57  This Is Who I Am page 57</p>
<p><b>Appropriate Language</b>  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 (<i>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</i>)</p>	<p><u>Inquiry Unit:</u>  Environmental Choices pages 78-79</p>
<p><b>Vocal Skills and Strategies</b>  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 (<i>e.g., use pauses and changes of pace to highlight the introduction of each new point in a speech to the student body</i>)</p>	<p><u>Inquiry Unit:</u>  Environmental Choices pages 78-79</p>
<p><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., lean into a group to make a point; make eye contact with the person to whom the response/question is directed</i>)</p>	
<p><b>Visual Aids</b></p>	<p><u>Book Club Units:</u></p>

<p>2.7 use a variety of appropriate visual aids (e.g., <i>charts, videos, props, multimedia</i>) to support and enhance oral presentations (e.g., <i>use a short video clip to support a formal presentation</i>)</p>	<p>Follow the Evidence pages 56-57 This Is Who I Am pages 56-57</p>
<p><b>3. REFLECTING ON ORAL COMMUNICATION SKILLS AND STRATEGIES: SPECIFIC EXPECTATIONS</b> By the end of grade 7, students will:</p>	
<p><b>Metacognition</b> 3.1 identify 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</p> <p><i>Teacher prompts:</i> “What do you try to find out before you begin to listen to an oral text?” “How can a partner help you clarify your ideas after listening to an oral text?” “What steps help you prepare to speak in a formal situation?”</p>	<p><u>Book Club Units:</u> Follow the Evidence pages 57, 76, 82, 83 This Is Who I Am pages 57, 71, 77-78</p>
<p><b>Interconnected Skills</b> 3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p> <p><i>Teacher prompt:</i> “How does reading about an issue help you participate in a discussion about it?”</p>	<p><u>Inquiry Units:</u> Behind the Music page 84 Environmental Choices pages 85-86</p> <p><u>Book Club Units:</u> Follow the Evidence page 83 This Is Who I Am page 78</p>
<p><b>Language</b> <i>Reading</i></p>	
<p><b>OVERALL EXPECTATIONS</b> By the end of grade 7, 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>All Inquiry Units 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>All Inquiry Units All Book Club Units</p>
<p>3. use knowledge of words and cueing systems to read fluently;</p>	<p>All Inquiry Units All Book Club Units</p>
<p>4. reflect on and identify their strengths as readers, areas for improvement, and the</p>	<p>All Inquiry Units All Book Club Units</p>

strategies they found most helpful before, during, and after reading.	
<b>1. READING FOR MEANING: SPECIFIC EXPECTATIONS</b>	
By the end of grade 7, students will:	
<b>Variety of Texts</b> 1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts ( <i>e.g., short stories, poetry, novels, mysteries, historical fiction, autobiographies, scripts, lyrics</i> ), graphic texts ( <i>e.g., graphs and graphic organizers, charts and tables, diagrams, surveys, maps</i> ), and informational texts ( <i>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</i> )	All Inquiry Units All Book Club Units
<b>Purpose</b> 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes ( <i>e.g., an electronic database listing magazines, newspapers, and journals to verify information; a national, local, or community newspaper for coverage of a specific/current issue; scripts and lyrics for enjoyment, recreation, and interest; an online or print encyclopedia article for background information</i> )	All Inquiry Units All Book Club Units
<b>Comprehension Strategies</b> 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts ( <i>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</i> )	All Inquiry Units All Book Club Units
<b>Demonstrating Understanding</b> 1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas	<u>Inquiry Units:</u> Behind the Music pages 27-28, 42, 49, 56, 63-64, 68 Environmental Choices pages 23, 26, 31, 38-40, 44-



<p>and citing a variety of details that support the main idea (<i>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</i>)</p>	<p>46, 53, 58-59, 62, 66-67</p> <p><u>Book Club Units:</u> Follow the Evidence pages 17, 24, 36, 40, 44, 51-52, 56 This Is Who I Am pages 20, 28, 34-36, 44-46, 51-52, 56</p>
<p><b>Making Inferences/Interpreting Texts</b> 1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p><i>Teacher prompts:</i> “How does the information in the graphic influence your interpretation of the text?” “What do you think the author wants you to realize about the character’s decision in this scene? How is this information communicated?”</p>	<p><u>Inquiry Units:</u> Behind the Music pages 31, 35, 42-43, 49, 55-56, 63 Environmental Choices pages 23, 25-26, 29-31, 38-39, 50-52, 57-58, 65-67</p> <p><u>Book Club Units:</u> Follow the Evidence pages 17, 20-21, 24-26, 31, 33, 35-36, 41-42, 46, 50-52, 55 This Is Who I Am pages 18-20, 24, 27, 31-34, 36-39, 41-46, 50-52</p>
<p><b>Extending Understanding</b> 1.6 extend understanding of texts, including increasingly complex or difficult 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>e.g., by comparing their own perspective to those of the characters in a historical novel</i>)</p> <p><i>Teacher prompt:</i> “How is the immigration experience of these characters similar to that of new arrivals today? How is it different?”</p>	<p><u>Inquiry Units:</u> Behind the Music pages 26-27, 31, 33-35, 39, 42-43, 46, 48-49, 53-54, 56, 60-61, 63 Environmental Choices pages 21, 35-36, 38-39, 42, 44-46, 48, 51-52, 55, 57-59, 63, 67</p> <p><u>Book Club Units:</u> Follow the Evidence pages 18-22, 34, 52, 56 This Is Who I Am pages 19, 21-22, 24-25, 31, 39, 44, 48, 50-51</p>
<p><b>Analysing Texts</b> 1.7 analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader’s reaction (<i>e.g., narrative: having ordinary characters caught up in an exciting plot makes the story seem more real; debate: the formal, balanced structure encourages the reader to pay equal attention to both sides of the argument</i>)</p> <p><i>Teacher prompts:</i> “What does the author do to</p>	<p><u>Inquiry Units:</u> Behind the Music pages 33-34, 41, 56 Environmental Choices pages 26, 29, 31, 39-40, 52-53, 58-59, 65-67</p> <p><u>Book Club Units:</u> Follow the Evidence pages 17, 20-21, 23-25, 31, 39, 42, 46, 50-52, 66 This Is Who I Am pages 18-19, 24, 27-28, 31, 34, 36, 41, 44, 51-53</p>

<p>engage our sympathy for the main character? Why do you think the author makes us wait to find out what happens to this character?" "Does reading about another point of view make you think about this issue differently?"</p>	
<p><b>Responding to and Evaluating Texts</b> 1.8 evaluate the effectiveness of both simple and complex texts based on evidence from the texts</p> <p><i>Teacher prompt: "Did the author's argument convince you? What impressed you the most – the facts themselves or the way they were presented?"</i></p>	<p><u>Inquiry Units:</u> Behind the Music pages 29, 33-34 Environmental Choices pages 29-30, 59, 64-66</p> <p><u>Book Club Unit:</u> This Is Who I Am pages 24, 28, 34, 44, 52-53</p>
<p><b>Point of View</b> 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 (<i>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</i>)</p>	<p><u>Inquiry Units:</u> Behind the Music pages 31, 39, 56 Environmental Choices pages 21-27, 29-30, 38-40, 44-45, 50-51, 55, 57-59, 63-67</p> <p><u>Book Club Units:</u> Follow the Evidence pages 49, 51-52 This Is Who I Am pages 18, 50, 52</p>
<p><b>2. UNDERSTANDING FORM AND STYLE: SPECIFIC EXPECTATIONS</b> By the end of grade 7, 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 a novel (<i>e.g., the realistic portrayal of imagined characters and actions helps the reader become involved in the story</i>), graphic texts such as a photo essay (<i>e.g., the pictures and captions together communicate much more than they could separately</i>), and informational texts such as a manual (<i>e.g., the use of headings, numbered steps, and illustrations makes the procedures easy to follow</i>)</p>	<p>All Inquiry Units All Book Club Units</p>
<p><b>Text Patterns</b> 2.2 analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate</p>	<p><u>Inquiry Units:</u> Behind the Music pages 26-27 Environmental Choices pages 38, 40, 45, 49, 52-53</p>



<p>meaning (e.g., a question-and-answer format in a report or article; groups and subgroups in a table or web)</p> <p><b>Teacher prompt:</b> “How does the organizational pattern make it easy for you to find the information you need?”</p>	<p><u>Book Club Units:</u> Follow the Evidence pages 23-25 , 50-52, 58-59 This Is Who I Am pages 22, 24, 50, 52</p>
<p><b>Text Features</b> 2.3 identify a variety of text features and explain how they help communicate meaning (e.g., a task bar, hyperlinks, margin notes, “Works Cited” or “References” lists)</p>	<p><u>Inquiry Units:</u> Behind the Music pages 26-30, 32-35, 39-41, 46, 53, 62 Environmental Choices pages 21-22, 24, 26, 28-29, 37-40, 48, 51-52, 58-59, 64-65, 67</p> <p><u>Book Club Units:</u> Follow the Evidence pages 16, 22-23, 49-52, 58-59 This Is Who I Am pages 18, 21-22, 24, 49-50, 52</p>
<p><b>Elements of Style</b> 2.4 identify various elements of style – including foreshadowing, metaphor, and symbolism – and explain how they help communicate meaning and enhance the effectiveness of texts (e.g., a metaphor creates vivid, striking pictures in the reader’s mind by suggesting an unexpected analogy between one type of object or idea and a different object or idea: a budding poet)</p>	<p><u>Inquiry Units:</u> Behind the Music page 56 Environmental Choices pages 26, 29, 38, 51-52, 58, 64-65</p> <p><u>Book Club Units:</u> Follow the Evidence pages 17, 20-21, 24-25, 31, 35-37, 39, 42, 46-47, 52 This Is Who I Am pages 18-19, 27-28, 31, 34, 36, 41, 51-52</p>
<p><b>3. READING WITH FLUENCY: SPECIFIC EXPECTATIONS</b> By the end of grade 7, students will:</p>	
<p><b>Reading Familiar Words</b> 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)</p>	<p>All Inquiry Units All Book Club Units</p>
<p><b>Reading Unfamiliar Words</b> 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:</p> <ul style="list-style-type: none"> <li>• semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that</li> </ul>	<p>Program and Planning Guide pages 30-31, 34-35, 37</p> <p><u>Inquiry Units:</u> Behind the Music pages 28, 36-38 Environmental Choices pages 27, 31-34, 68-69</p>

<p><i>activate existing knowledge of oral and written language);</i></p> <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</i>)</li> </ul>	<p><u>Book Club Units:</u> Follow the Evidence pages 17, 23, 24, 26-29, 50-55 This Is Who I Am pages 22, 25-26, 32, 51, 54-55</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 in role with suitable emphasis and phrasing to dramatize a text for an audience</i>)</p>	<p>All Inquiry Units All Book Club Units</p>
<p><b>4. REFLECTING ON READING SKILLS AND STRATEGIES: SPECIFIC EXPECTATIONS</b> By the end of grade 7, students will:</p>	
<p><b>Metacognition</b> 4.1 identify a range of strategies they found 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</p> <p><i>Teacher prompts:</i> “What strategies helped you to synthesize ideas while reading a longer text?” “What kind of graphic organizers helped you to represent your understanding of the text after reading?” “What strategy works best for you when you come to a word or concept that is unfamiliar?” “What questions do you ask yourself that help you monitor your reading?” “What is the most effective use of your reader’s notebook?”</p>	<p>Program and Planning Guide page 78</p> <p><u>Inquiry Units:</u> Behind the Music pages 31, 35, 43-44, 50-51, 57-58, 64-65, 84 Environmental Choices pages 31, 85</p> <p><u>Book Club Units:</u> Follow the Evidence pages 12-13, 21, 25-29, 47, 76, 78, 80, 83 This Is Who I Am pages 12-14, 71, 73, 75, 78</p>
<p><b>Interconnected Skills</b> 4.2 explain, in conversation with the teacher and/or peers or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read</p> <p><i>Teacher prompts:</i> “How has your experience of</p>	<p><u>Inquiry Units:</u> Behind the Music pages 43, 50, 57, 64 Environmental Choices page 26, 40, 46, 53, 59, 67</p> <p><u>Book Club Units:</u> Follow the Evidence pages 21, 25, 57, 76, 78, 80, 83 This Is Who I Am pages 12-14, 57, 71, 73, 75, 78</p>

<p>writing influenced the way you read?”  “How do you think a literature circle discussion helps you to understand a text?”  “How does writing about what you read in your reader’s notebook help you as a reader?”</p>	
<p><b>Language</b>  <b>Writing</b></p>	
<p><b>OVERALL EXPECTATIONS</b>  By the end of grade 7, students will:</p>	
<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p>	<p><u>Inquiry Units:</u>  Behind the Music pages 69-71, 79  Environmental Choices pages 70-74, 82</p> <p><u>Book Club Units:</u>  Follow the Evidence pages 58-64, 73  This Is Who I Am pages 58-60, 68</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>Inquiry Units:</u>  Behind the Music pages 72-74  Environmental Choices pages 74-76</p> <p><u>Book Club Units:</u>  Follow the Evidence pages 64-67  This Is Who I Am pages 61-63</p>
<p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p>	<p><u>Inquiry Units:</u>  Behind the Music pages 74-78  Environmental Choices pages 76-81</p> <p><u>Book Club Units:</u>  Follow the Evidence pages 68-72  This Is Who I Am pages 63-67</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>Inquiry Units:</u>  Behind the Music pages 75-76, 80-81  Environmental Choices pages 77-78, 83</p> <p><u>Book Club Units:</u>  Follow the Evidence 69-70, 74  This Is Who I Am pages 64-65, 69</p>
<p><b>1. DEVELOPING AND ORGANIZING CONTENT: SPECIFIC EXPECTATIONS</b>  By the end of grade 7, students will:</p>	
<p><b>Purpose and Audience</b>  1.1 identify the topic, purpose, and audience for more complex writing forms (e.g., a rap poem or jingle, to express a personal view to the class;</p>	<p><u>Inquiry Units:</u>  Behind the Music pages 69-71  Environmental Choices pages 70-73</p>

<p><i>a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog, or zine)</i></p>	<p><u>Book Club Units:</u> Follow the Evidence pages 59-61, 63 This Is Who I Am pages 59-60</p>
<p><b>Developing Ideas</b> 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose</p>	<p><u>Inquiry Units:</u> Behind the Music pages 69-71 Environmental Choices pages 72-73</p> <p><u>Book Club Units:</u> Follow the Evidence pages 61-63 This Is Who I Am pages 59-60</p>
<p><b>Research</b> 1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources (<i>e.g., use a timeline to organize research tasks; interview people with knowledge of the topic; identify and use appropriate graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve</i>)</p>	<p><u>Inquiry Units:</u> Behind the Music pages 69-70 Environmental Choices pages 70-73</p> <p><u>Book Club Units:</u> Follow the Evidence pages 58-59, 61-62 This Is Who I Am pages 59-60</p>
<p><b>Classifying Ideas</b> 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 (<i>e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a "Plus/Minus/Interesting" chart</i>)</p>	<p><u>Inquiry Units:</u> Behind the Music pages 71, 79 Environmental Choices pages 73, 82</p> <p><u>Book Club Units:</u> Follow the Evidence pages 63, 73 This Is Who I Am pages 60, 68</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 a multi-paragraph piece of writing, using a variety of strategies (<i>e.g., making jot notes; grouping according to key words; making charts; drawing webs</i>) and organizational patterns (<i>e.g., combined/multiple orders such as comparison and cause and effect</i>)</p>	<p><u>Inquiry Units:</u> Behind the Music pages 71, 79 Environmental Choices pages 73, 82</p> <p><u>Book Club Units:</u> Follow the Evidence pages 63, 73 This Is Who I Am pages 60, 68</p>
<p><b>Review</b> 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and</p>	<p><u>Inquiry Units:</u> Behind the Music page 71 Environmental Choices page 74</p>

<p>sufficiently specific for the purpose, and do more research if necessary (<i>e.g., check for errors or omissions in information using a T-chart</i>)</p>	<p><u>Book Club Units:</u> Follow the Evidence page 64 This Is Who I Am page 60</p>
<p><b>2. USING KNOWLEDGE OF FORM AND STYLE IN WRITING: SPECIFIC EXPECTATIONS</b> By the end of grade 7, students will:</p>	
<p><b>Form</b> 2.1 write complex texts of different lengths using a wide range of forms (<i>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</i>)</p>	<p><u>Inquiry Units:</u> Behind the Music pages 69-75 Environmental Choices pages 70-77</p> <p><u>Book Club Units:</u> Follow the Evidence pages 58-69 This Is Who I Am pages 58-64</p>
<p><b>Voice</b> 2.2 establish a distinctive voice in their writing appropriate to the subject and audience (<i>e.g., use language that communicates their “stance” or point of view on an issue and identify the words and/or phrases that help them achieve this goal</i>)</p>	<p>Program and Planning Guide page 109</p> <p><u>Inquiry Units:</u> Behind the Music page 72 Environmental Choices pages 70, 74-75</p> <p><u>Book Club Units:</u> Follow the Evidence pages 64-65 This Is Who I Am pages 59, 61-62</p>
<p><b>Word Choice</b> 2.3 regularly use vivid and/or figurative language and innovative expressions in their writing (<i>e.g., a wide variety of adjectives and adverbs; similes, metaphors, and other rhetorical devices such as exaggeration or personification</i>)</p> <p><i>Teacher prompt:</i> “Identify three language choices you have made and explain the effect they will have on a reader.”</p>	<p>Program and Planning Guide page 109</p> <p><u>Inquiry Units:</u> Behind the Music page 73-74 Environmental Choices pages 74-76</p> <p><u>Book Club Units:</u> Follow the Evidence page 66-67 This Is Who I Am pages 59, 61-63</p>
<p><b>Sentence Fluency</b> 2.4 vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and</p>	<p>Program and Planning Guide page 109</p> <p><u>Inquiry Units:</u> Behind the Music pages 73-74</p>



<p>phrases (e.g., <i>however, for example, therefore, as a result</i>) to help combine short, simple sentences into longer, more complex sentences</p>	<p>Environmental Choices page 76</p> <p><u>Book Club Units:</u> Follow the Evidence pages 64-67 This Is Who I Am pages 59, 62-63</p>
<p><b>Point of View</b> 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</p> <p><i>Teacher prompt:</i> “How could you let your audience know you have thought about other points of view?”</p>	<p><u>Inquiry Units:</u> Environmental Choices pages 70-71, 73</p> <p><u>Book Club Unit:</u> Follow the Evidence page 64</p>
<p><b>Preparing for Revision</b> 2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending</p> <p><i>Teacher prompts:</i> “Would your audience understand your feelings about your topic?” “Could you add one figurative expression or rhetorical device that would strengthen your work?” “Will your opening sentence engage the interest of your audience?”</p>	<p><u>Inquiry Units:</u> Behind the Music page 73 Environmental Choices pages 75-76</p> <p><u>Book Club Units:</u> Follow the Evidence pages 65-67 This Is Who I Am pages 62-63</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 (e.g., <i>use margin notes or sticky notes while rereading to record ideas for additions or changes; add or substitute words and phrases, including vocabulary from other subjects; use rhetorical devices such as understatement to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; use patterns such as repetition of key phrases for emphasis and to engage the attention of the audience</i>)</p> <p><i>Teacher prompt:</i> “Would a variety of sentence</p>	<p>Program and Planning Guide page 109</p> <p><u>Inquiry Units:</u> Behind the Music page 74 Environmental Choices page 76</p> <p><u>Book Club Units:</u> Follow the Evidence pages 66-67 This Is Who I Am pages 62-63</p>

types and lengths help to create suspense?"	
<p><b>Producing Drafts</b></p> <p>2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations (<i>e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions</i>)</p>	<p><u>Inquiry Units:</u> Behind the Music pages 74-75 Environmental Choices pages 76-77</p> <p><u>Book Club Units:</u> Follow the Evidence pages 67-69 This Is Who I Am pages 63-64</p>
<p><b>3. APPLYING KNOWLEDGE OF LANGUAGE CONVENTIONS AND PRESENTING WRITTEN WORK EFFECTIVELY: SPECIFIC EXPECTATIONS</b></p> <p>By the end of grade 7, students will:</p>	
<p><b>Spelling Familiar Words</b></p> <p>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>Inquiry Units:</u> Behind the Music pages 76-78 Environmental Choices pages 80-81</p> <p><u>Book Club Units:</u> Follow the Evidence pages 70-72 This Is Who I Am pages 65-67</p>
<p><b>Spelling Unfamiliar Words</b></p> <p>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., write words syllable by syllable; sort words by visual patterns; highlight tricky letters or groups of letters; cluster root words and related forms: beauty, beautiful, beautician; apply knowledge of vowel and consonant patterns and rules for forming possessives, contractions, and plurals</i>)</p>	<p>Program and Planning Guide pages 32-33, 36, 38</p> <p><u>Inquiry Units:</u> Behind the Music pages 76-78 Environmental Choices pages 80-81</p> <p><u>Book Club Units:</u> Follow the Evidence pages 70-72 This Is Who I Am pages 65-67</p>
<p><b>Vocabulary</b></p> <p>3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (<i>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</i>)</p>	<p>Program and Planning Guide pages 37-40, 110</p> <p><u>Inquiry Units:</u> Behind the Music pages 76-78 Environmental Choices pages 80-81</p> <p><u>Book Club Units:</u> Follow the Evidence pages 70-72 This Is Who I Am pages 65-67</p>
<p><b>Punctuation</b></p> <p>3.4 use punctuation appropriately to</p>	<p>Program and Planning Guide page 110</p>

<p>communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures</p>	<p><u>Inquiry Units:</u> Behind the Music page 74 Environmental Choices pages 76-77</p> <p><u>Book Club Units:</u> Follow the Evidence page 68, 70-71 This Is Who I Am pages 63-64</p>
<p><b>Grammar</b> 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns (<i>e.g., who, whose, which, that</i>); prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles (<i>e.g., I am reading, I have read</i>)</p>	<p>Program and Planning Guide page 109</p> <p><u>Inquiry Unit:</u> Behind the Music pages 73</p> <p><u>Book Club Units:</u> Follow the Evidence pages 66-68, 70-71 This Is Who I Am pages 63-64</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>Program and Planning Guide page 109-110</p> <p><u>Inquiry Units:</u> Behind the Music pages 74-75 Environmental Choices page 77</p> <p><u>Book Club Units:</u> Follow the Evidence pages 68-69 This Is Who I Am pages 63-64</p>
<p><b>Publishing</b> 3.7 use a wide 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; 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</i>)</p>	<p>Program and Planning Guide page 110</p> <p><u>Inquiry Units:</u> Behind the Music page 75 Environmental Choices pages 78-79</p> <p><u>Book Club Units:</u> Follow the Evidence page 69 This Is Who I Am page 64</p>
<p><b>Producing Finished Works</b> 3.8 produce pieces of published work to meet identified criteria based on the expectations (<i>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</i>)</p>	<p><u>Inquiry Units:</u> Behind the Music page 75 Environmental Choices page 79</p> <p><u>Book Club Units:</u> Follow the Evidence page 69 This Is Who I Am page 64</p>

<p><b>4. REFLECTING ON WRITING SKILLS AND STRATEGIES : SPECIFIC EXPECTATIONS</b></p> <p>By the end of grade 7, students will:</p>	
<p><b>Metacognition</b></p> <p>4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers (<i>e.g., use a three-column reflection journal to monitor the writing process: What I did/What I learned/How I can use it</i>)</p> <p><i>Teacher prompt:</i> “Explain how you used your writer’s notebook to help you identify your strengths as a writer and your next steps for writing.”</p>	<p>Program and Planning Guide pages 81-82</p> <p><u>Inquiry Units:</u> Behind the Music pages 75-76, 82-83 Environmental Choices pages 77-78, 83</p> <p><u>Book Club Units:</u> Follow the Evidence pages 69-70, 74, 82 This Is Who I Am pages 64-65, 69</p>
<p><b>Interconnected Skills</b></p> <p>4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers</p> <p><i>Teacher prompt:</i> “In what way have your experiences with reading, viewing, and listening to texts changed the way you think about the audience for your writing?”</p>	<p><u>Inquiry Units:</u> Behind the Music pages 75-76, 82-83 Environmental Choices pages 77-78, 83</p> <p><u>Book Club Units:</u> Follow the Evidence pages 69-70, 74, 82 This Is Who I Am pages 64-65, 69</p>
<p><b>Portfolio</b></p> <p>4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices</p>	<p><u>Inquiry Units:</u> Behind the Music page 75 Environmental Choices pages 77, 79</p> <p><u>Book Club Units:</u> Follow the Evidence page 69 This Is Who I Am page 64</p>
<p><b>Language</b></p> <p><i>Media Literacy</i></p>	
<p><b>OVERALL EXPECTATIONS</b></p> <p>By the end of grade 8, students will:</p>	
<p>1. demonstrate an understanding of a variety of media texts;</p>	<p><u>Inquiry Units:</u> Behind the Music pages 31-35, 39, 41, 43-44, 46, 49-51, 53-54, 57-58, 60, 64-65 Environmental Choices pages 21, 23, 26, 28-29, 31, 35-36, 40, 46, 48, 51-53, 55, 58-59, 64-67, 70</p> <p><u>Book Club Units:</u> Follow the Evidence pages 24-25, 49, 51-52, 56, 58</p>

	This Is Who I Am pages 22, 50
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;	<p><u>Inquiry Units:</u> Behind the Music pages 31-35, 39-41, 43-44, 46-47, 49-51, 53-54, 57-58, 60-61, 64-65, 70-71 Environmental Choices pages 21, 26, 28-29, 31, 35-37, 39-40, 45, 48, 51-53, 55, 59, 64-67</p> <p><u>Book Club Units:</u> Follow the Evidence pages 22-23, 49-52, 56-59 This Is Who I Am pages 22, 50</p>
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	<p><u>Inquiry Units:</u> Behind the Music page 66, 75 Environmental Choices pages 18, 26, 31, 41, 74-75, 78-79</p> <p><u>Book Club Unit:</u> Follow the Evidence pages 56-59, 64-65, 69</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><u>Inquiry Units:</u> Behind the Music pages 31, 35, 43-44, 50-51, 57-58, 64-65 Environmental Choices pages 26, 31, 53, 59, 67, 83, 85</p> <p><u>Book Club Unit:</u> Follow the Evidence pages 57, 74, 82</p>
<b>1. UNDERSTANDING MEDIA TEXTS : SPECIFIC EXPECTATIONS</b>	
By the end of grade 8, students will:	
<p><b>Purpose and Audience</b> 1.1 explain how various media texts address their intended purpose and audience (<i>e.g., this sports team uniform uses school colours and an image of the school's mascot to give the team a "brand" or "identity" to encourage fan loyalty; this music group's web page uses electronic graphics and intense colours to reflect the group's style and to encourage fans to buy its new CD</i>)</p> <p><i>Teacher prompt:</i> "Why do companies and organizations consider it important to have a logo that gives them an 'identity' or 'brand'?"</p>	<p><u>Inquiry Units:</u> Behind the Music pages 32-35, 43-45, 49-51, 57-59, 65 Environmental Choices pages 22-24, 29, 38-39, 46, 53, 55, 57-59, 64-67</p> <p><u>Book Club Units:</u> Follow the Evidence pages 25, 49-50, 52, 58 This Is Who I Am pages 22, 24, 49-50</p>
<p><b>Making Inferences/Interpreting Messages</b> 1.2 interpret increasingly complex or difficult</p>	<p><u>Inquiry Units:</u> Behind the Music page 68</p>



<p>media texts, using overt and implied messages as evidence for their interpretations (<i>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</i>)</p> <p><b>Teacher prompts:</b> “What are the differences in the way these sources cover this event? What do the differences tell you about each news source?”  “What standards of beauty are projected in movies and advertisements? How do these standards affect students?”</p>	<p>Environmental Choices page 62</p>
<p><b>Responding to and Evaluating Texts</b>  1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (<i>e.g., explain why the editorial/photo essay in this e-zine did or did not convince you of its position; debate whether violence in televised professional sporting events adds to or detracts from their appeal</i>)</p> <p><b>Teacher prompts:</b> “How was this theme developed as the movie unfolded? Did the use of suspense enhance the effectiveness of the message?”  “Did this video game deliver the excitement that was promised in the advertisement? What made it succeed/fail?”  “Do the sports you see on television affect your decision about participating in particular sports?”</p>	<p><u>Inquiry Units:</u>  Behind the Music pages 29, 33-34  Environmental Choices pages 29-30, 59, 64-66</p>
<p><b>Audience Responses</b>  1.4 explain why different audiences (<i>e.g., with respect to gender, age, nationality, ability/disability income level</i>) might have different responses to a variety of media texts (<i>e.g., messages in chat rooms, television</i>)</p>	<p><u>Inquiry Unit:</u>  Behind the Music pages 30, 57-58, 63, 67</p> <p><u>Book Club Unit:</u>  Follow the Evidence page 52</p>

<p><i>broadcasts of international news stories, music, documentaries, clothing)</i></p>	
<p><b>Point of View</b> 1.5 demonstrate understanding that different media texts reflect different points of view (<i>e.g., compare pictures of the same character and/or event in media texts aimed at different audiences and identify the different perspectives represented</i>)</p> <p><i>Teacher prompt: “What differences can you identify in the way the character is represented in the different texts? Which representation seems most/ least fair? Why? What explanation can you suggest for the differences in the representations?”</i></p>	<p><u>Inquiry Units:</u> Behind the Music pages 31, 39, 56 Environmental Choices pages 21-27, 29-30, 38-40, 44-45, 50-51, 55, 57-59, 63-67</p> <p><u>Book Club Units:</u> Follow the Evidence pages 49, 51-52 This Is Who I Am pages 50, 52</p>
<p><b>Production Perspectives</b> 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 (<i>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</i>)</p> <p><i>Teacher prompt: “Identify two or more perspectives evident on a cereal box. What makes these perspectives apparent? Are different kinds of graphics used for each? Are there differences in the positioning of elements? Is one perspective more dominant than the other? Explain why this might be the case.”</i></p>	<p><u>Inquiry Units:</u> Behind the Music pages 31-32, 34, 39, 43, 46, 49-50, 53-54, 57, 60, 64 Environmental Choices pages 21, 28-29, 35, 39, 44, 48, 52, 55, 57, 59, 63, 65-67</p> <p><u>Book Club Unit:</u> Follow the Evidence pages 49-50, 52</p>
<p><b>2. UNDERSTANDING MEDIA FORMS, CONVENTIONS, AND TECHNIQUES : SPECIFIC EXPECTATIONS</b> By the end of grade 7, students will:</p>	
<p><b>Form</b> 2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning</p>	<p><u>Inquiry Units:</u> Behind the Music pages 27-29, 33-35, 39-41, 43-44, 46-47, 51, 53, 58, 62, 65 Environmental Choices pages 26, 28-31, 38-40, 45, 48, 51-53, 58-59, 64-67</p>

<p><b>Teacher prompt:</b> “Explain how different elements of maps, such as colour (used to show different topographical features) and legends (used to show scale and compass orientation), are used in combination to make maps meaningful.”</p> <p>“Describe the interrelationship of instrumentals, lyrics, and vocals in a favourite song.”</p>	<p><u>Book Club Units:</u> Follow the Evidence pages 22-23, 49-51, 56, 58-59 This Is Who I Am pages 22, 50</p>
<p><b>Conventions and Techniques</b></p> <p>2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (<i>e.g., fashion magazine conventions:</i> fashion and cosmetics advertisements are more prominent than editorial content; <i>fashion magazine techniques:</i> “themed” presentation of clothing in photo spreads, dramatic modelling poses to display novel features of the clothing)</p> <p><b>Teacher prompts:</b> “What does the placement of the advertisements tell you about a magazine?” “Identify different camera angles used for the photographs in the advertisements and explain their effect.”</p>	<p><u>Inquiry Unit:</u> Behind the Music pages 31-32, 34-35, 39-41, 43-47, 49-54, 57-61, 64-66</p> <p><u>Book Club Units:</u> Follow the Evidence pages 22-23, 49-51, 56, 58-59 This Is Who I Am pages 21-22, 49-50</p>
<p><b>3. CREATING MEDIA TEXTS : SPECIFIC EXPECTATIONS</b> By the end of grade 7, students will:</p>	
<p><b>Purpose and Audience</b></p> <p>3.1 explain why they have chosen the topic for a media text they plan to create (<i>e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class</i>), and identify challenges they may face in engaging and/or influencing their audience</p> <p><b>Teacher prompt:</b> “Parents are very busy people. What in your pamphlet will succeed in capturing their attention?”</p>	<p><u>Inquiry Units:</u> Behind the Music pages 71-72 Environmental Choices pages 73, 75</p> <p><u>Book Club Units:</u> Follow the Evidence pages 56-57, 63, 65 This Is Who I Am pages 60-61</p>
<p><b>Form</b></p> <p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (<i>e.g., a website or multimedia presentation about a unit of study to present research findings to the class</i>), and explain why it is an appropriate choice</p>	<p><u>Inquiry Units:</u> Behind the Music pages 71-72 Environmental Choices pages 73, 75</p> <p><u>Book Club Unit:</u> Follow the Evidence pages 56-57</p>

<p><b>Teacher prompt:</b> “What makes this form an effective way to present your message to this particular audience?”</p>	
<p><b>Conventions and Techniques</b>  <b>3.3</b> identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (<i>e.g., movie poster conventions: title, images of the actors “in role”, positive quotations from reviewers; movie poster techniques: distinctive lettering, arresting or unusual layout or treatment of images</i>)</p>	<p><u>Inquiry Units:</u>          Behind the Music pages 70-72          Environmental Choices pages 70-71, 73-75</p> <p><u>Book Club Units:</u>          Follow the Evidence pages 56-57, 63, 65          This Is Who I Am pages 59-61</p>
<p><b>Producing Media Texts</b>  <b>3.4</b> produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques  <i>(e.g.,</i>  <ul style="list-style-type: none"> <li>• <i>a class newspaper for parents</i></li> <li>• <i>a class magazine for students in a lower grade</i></li> <li>• <i>a multimedia report on a unit of study for geography</i></li> <li>• <i>a website about the school for new students</i></li> <li>• <i>a movie poster</i></li> <li>• <i>an advertisement for a new product</i></li> <li>• <i>a theatre review with commentary on the use of conventions and techniques for a class/school newspaper</i></li> <li>• <i>a scene for a film based on a prose narrative</i></li> <li>• <i>two media texts on the same subject using different media forms</i>)</li> </ul> </p>	<p><u>Inquiry Units:</u>          Behind the Music page 75          Environmental Choices pages 78-79</p> <p><u>Book Club Units:</u>          Follow the Evidence pages 57, 69          This Is Who I Am page 64</p>
<p><b>4. REFLECTING ON MEDIA LITERACY SKILLS AND STRATEGIES: SPECIFIC EXPECTATIONS</b>          By the end of grade 7, students will:</p>	
<p><b>Metacognition</b>  <b>4.1</b> 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</p>	<p><u>Inquiry Units:</u>          Behind the Music pages 31, 35, 43-44, 50-51, 57-58, 64-65, 82-83          Environmental Choices pages 31, 85</p> <p><u>Book Club Unit:</u>          Follow the Evidence pages 25, 57, 82</p>

<p><i>Teacher prompt:</i> “What aspects of the planning process were most important to the success of your media text?”</p>	
<p><b>Interconnected Skills</b>  4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p> <p><i>Teacher prompts:</i> “How do reading skills help you judge the effectiveness of your own media texts?”  “What writing skills might help you improve the effectiveness of your own media texts?”</p>	<p><u>Inquiry Units:</u>  Behind the Music pages 43, 50, 57, 64, 83-84  Environmental Choices pages 26, 40, 46, 53, 59, 67</p> <p><u>Book Club Unit:</u>  Follow the Evidence pages 25, 57, 82</p>