

British Columbia  
Grade 5

☰ *Language and text can be a source of creativity and joy.*

- BrainPOP Jr. [Choosing a Book](#)
- BrainPOP Jr. [Library](#)
- BrainPOP Jr. [Poems](#)
  
- BrainPOP [Imagination](#)
- BrainPOP [Reading a Newspaper](#)
- ☰ • BrainPOP [Types of Writing](#)
- BrainPOP [Reading Skills](#)
  
- BrainPOP ESL [Reported Speech Statements](#)

British Columbia Learning Standards > English Language Arts (2015)

British Columbia  
Grade 5

☰ *Exploring text and story helps us understand ourselves and make connections to others and to the world.*

- BrainPOP Jr. [Book Reports](#)
  
- GameUp [Quandary](#)

British Columbia Learning Standards > English Language Arts (2015)

British Columbia  
Grade 5

☰ *Listening carefully helps us learn.*

- GameUp [Oncology](#)

British Columbia Learning Standards > English Language Arts (2015)

British Columbia  
Grade 5

☰ *Text can be understood from different perspectives.*

- BrainPOP [Charles Dickens](#)
- BrainPOP [Frankenstein](#)
- ☰ • BrainPOP [J. R. R. Tolkien](#)
- BrainPOP [Jack London](#)
- BrainPOP [Agatha Christie](#)
- BrainPOP [Homer](#)
- BrainPOP [Judy Blume](#)
- BrainPOP [Kurt Vonnegut](#)
- BrainPOP [Lord of the Flies](#)
- BrainPOP [Mark Twain](#)
- BrainPOP [Maya Angelou](#)
- BrainPOP [Pablo Neruda](#)
- BrainPOP [Roald Dahl](#)
- BrainPOP [William Shakespeare](#)
  
- GameUp [Time Zone X: Mark Twain](#)

British Columbia Learning Standards > English Language Arts (2015)

British Columbia  
Grade 5

☰ *Using language in creative and playful ways helps us understand how language works.*

- BrainPOP Jr. [Writing with the Senses](#)

British Columbia Learning Standards > English Language Arts (2015)

- Grade 5
- ☰ *Combining different texts and ideas allows us to create new understandings*
    - **BrainPOP Book Report**

**British Columbia Learning Standards > English Language Arts (2015)**

- Grade 5
- ☰ *Texts are created for different purposes and audiences.*
    - **BrainPOP Jr. Biography**
    - **BrainPOP Jr. How-To Essay**
    - ☰ • **BrainPOP Jr. Writing with the Senses**
    - **BrainPOP Jr. Poems**
    - **BrainPOP Jr. Sending a Letter**
    - **BrainPOP Jr. Book Reports**
    - **BrainPOP Jr. Short Story**
    - **BrainPOP Jr. Writing About Yourself**
    - **BrainPOP Jr. Writing a Paragraph**
  - **BrainPOP Types of Writing**
  - **BrainPOP Media Literacy**
  - ☰ • **BrainPOP Homer**
  - **BrainPOP William Shakespeare**
  - **BrainPOP Charles Dickens**
  - **BrainPOP Kurt Vonnegut**
  - **BrainPOP Lord of the Flies**
  - **BrainPOP Mark Twain**
  - **BrainPOP Roald Dahl**
  - **BrainPOP Agatha Christie**
  - **BrainPOP Frankenstein**
  - **BrainPOP Judy Blume**
  - **BrainPOP Maya Angelou**
  - **BrainPOP Pablo Neruda**
  - **BrainPOP Book Report**
  - **BrainPOP Business Letter**
  - **BrainPOP Five-Paragraph Essay**
  - **BrainPOP Anne Frank**
  - **BrainPOP Biography**
  - **BrainPOP Poetry**
  - **BrainPOP Blogs**
  - **BrainPOP Drama**
  - **BrainPOP J. R. R. Tolkien**
  - **BrainPOP Jack London**
  - **BrainPOP Prewriting: Choosing a Topic**
- 
- **GameUp Time Zone X: Mark Twain**

**British Columbia Learning Standards > English Language Arts (2015)**

- Grade 5
- ☰ *Comprehend and connect*
    - ▶ *Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding*
      - **BrainPOP Jr. Library**
    - **BrainPOP Research**

- [BrainPOP Online Sources](#)
- [BrainPOP Plagiarism](#)
- [BrainPOP Internet Search](#)
- [BrainPOP Citing Sources](#)
- [BrainPOP Copyright](#)

## British Columbia

Grade 5

### British Columbia Learning Standards > English Language Arts (2015)

- ☰ Comprehend and connect
  - ▶ *Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text*
    - [BrainPOP Jr. Listening and Speaking](#)
    - [BrainPOP Jr. Make Predictions](#)
    - [BrainPOP Jr. Sequence](#)
  - [BrainPOP Media Literacy](#)
  - [BrainPOP Main Idea](#)
- ☰
  - [BrainPOP Reading a Newspaper](#)
  - [BrainPOP Roots, Prefixes, and Suffixes](#)

## British Columbia

Grade 5

### British Columbia Learning Standards > English Language Arts (2015)

- ☰ Comprehend and connect
  - ▶ *Use personal experience and knowledge to connect to text and develop understanding of self, community, and world*
    - [BrainPOP Main Idea](#)
  - [GameUp Quandary](#)

## British Columbia

Grade 5

### British Columbia Learning Standards > English Language Arts (2015)

- ☰ Comprehend and connect
  - ▶ *Respond to text in personal and creative ways*
    - [BrainPOP Jr. Book Reports](#)
  - [BrainPOP Book Report](#)

## British Columbia

Grade 5

### British Columbia Learning Standards > English Language Arts (2015)

- ☰ Comprehend and connect
  - ▶ *Consider different purposes, audiences, and perspectives in exploring texts*
    - [BrainPOP Charles Dickens](#)
    - [BrainPOP Frankenstein](#)
  - ☰
    - [BrainPOP Agatha Christie](#)
    - [BrainPOP Homer](#)
    - [BrainPOP Judy Blume](#)
    - [BrainPOP Kurt Vonnegut](#)
    - [BrainPOP Lord of the Flies](#)
    - [BrainPOP Mark Twain](#)
    - [BrainPOP Maya Angelou](#)
    - [BrainPOP Pablo Neruda](#)
    - [BrainPOP Roald Dahl](#)
    - [BrainPOP William Shakespeare](#)

- BrainPOP [J. R. R. Tolkien](#)
  - BrainPOP [Jack London](#)
  - BrainPOP [Anne Frank](#)
  - BrainPOP [Main Idea](#)
- GameUp [Time Zone X: Mark Twain](#)

**British Columbia**  
Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☰ Comprehend and connect
  - ▶ *Identify how differences in context, perspectives, and voice influence meaning in texts*
    - BrainPOP [Charles Dickens](#)
    - BrainPOP [Frankenstein](#)
- ☰
  - BrainPOP [Agatha Christie](#)
  - BrainPOP [Homer](#)
  - BrainPOP [Judy Blume](#)
  - BrainPOP [Kurt Vonnegut](#)
  - BrainPOP [Lord of the Flies](#)
  - BrainPOP [Mark Twain](#)
  - BrainPOP [Maya Angelou](#)
  - BrainPOP [Pablo Neruda](#)
  - BrainPOP [Roald Dahl](#)
  - BrainPOP [William Shakespeare](#)
  - BrainPOP [J. R. R. Tolkien](#)
  - BrainPOP [Jack London](#)
  - BrainPOP [Book Report](#)
- GameUp [Time Zone X: Mark Twain](#)

**British Columbia**  
Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☰ Comprehend and connect
  - ▶ *Recognize the role of language in personal, social, and cultural identity*
    - BrainPOP [Anne Frank](#)

**British Columbia**  
Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☰ Comprehend and connect
  - ▶ *Recognize how literary elements, techniques, and devices enhance meaning in texts*
    - BrainPOP Jr. [Poems](#)
- BrainPOP [Idioms and Clichés](#)
- BrainPOP [A Wrinkle in Time](#)
- ☰
  - BrainPOP [J. R. R. Tolkien](#)
  - BrainPOP [Jack London](#)
  - BrainPOP [Mood and Tone](#)
- GameUp [Lord of the Flies](#)

**British Columbia**  
Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☰ Comprehend and connect
  - ▶ *Show an increasing understanding of the role of organization in meaning*

- BrainPOP Jr. [Sequence](#)
- BrainPOP Jr. [Poems](#)
- BrainPOP Jr. [Make Predictions](#)

- BrainPOP [Main Idea](#)

## British Columbia

Grade 5

### British Columbia Learning Standards > English Language Arts (2015)

- ☰ Comprehend and connect
  - ▶ *Exchange ideas and perspectives to build shared understanding*
    - BrainPOP Jr. [Listening and Speaking](#)

## British Columbia

Grade 5

### British Columbia Learning Standards > English Language Arts (2015)

- ☰ Create and communicate
  - ▶ *Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences*
    - BrainPOP Jr. [Biography](#)
    - BrainPOP Jr. [Short Story](#)
    - BrainPOP Jr. [Writing a Paragraph](#)
- ☰
  - BrainPOP [Book Report](#)
  - BrainPOP [Writing Process](#)
  - BrainPOP [Prewriting: Choosing a Topic](#)
  - BrainPOP [Theme](#)
  - BrainPOP [Five-Paragraph Essay](#)
  - BrainPOP [Business Letter](#)
  - BrainPOP [Outlines](#)
  - BrainPOP [Types of Writing](#)
  - BrainPOP [Setting Goals](#)
  - BrainPOP [Prewriting: Organizing Your Thoughts](#)
  - BrainPOP [Imagination](#)

## British Columbia

Grade 5

### British Columbia Learning Standards > English Language Arts (2015)

- ☰ Create and communicate
  - ▶ *Use language in creative and playful ways to develop style*
    - BrainPOP Jr. [Writing with the Senses](#)
    - BrainPOP Jr. [Writing About Yourself](#)
    - BrainPOP Jr. [Short Story](#)
- ☰
  - BrainPOP [Book Report](#)
  - BrainPOP [Business Letter](#)
  - BrainPOP [Point of View](#)
  - BrainPOP [Prewriting: Choosing a Topic](#)
  - BrainPOP [Types of Writing](#)
  - BrainPOP [Poetry](#)

## British Columbia

Grade 5

### British Columbia Learning Standards > English Language Arts (2015)

- ☰ Story/text:
  - ▶ *form, function, and genre of texts*
    - BrainPOP Jr. [Make Predictions](#)

- BrainPOP Jr. [Sequence](#)
- ☰ • BrainPOP Jr. [Choosing a Book](#)
- BrainPOP Jr. [Reading Nonfiction](#)
- BrainPOP Jr. [Writing About Yourself](#)
- BrainPOP Jr. [Poems](#)
  
- BrainPOP [J. R. R. Tolkien](#)
- BrainPOP [Jack London](#)
- ☰ • BrainPOP [Agatha Christie](#)
- BrainPOP [Charles Dickens](#)
- BrainPOP [Frankenstein](#)
- BrainPOP [Homer](#)
- BrainPOP [Judy Blume](#)
- BrainPOP [Kurt Vonnegut](#)
- BrainPOP [Lord of the Flies](#)
- BrainPOP [Mark Twain](#)
- BrainPOP [Maya Angelou](#)
- BrainPOP [Pablo Neruda](#)
- BrainPOP [Roald Dahl](#)
- BrainPOP [William Shakespeare](#)
- BrainPOP [Anne Frank](#)
- BrainPOP [Main Idea](#)
  
- GameUp [Time Zone X: Mark Twain](#)

**British Columbia**  
Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☰ Story/text:
  - ▶ *features of written text*
    - BrainPOP Jr. [Reading Nonfiction](#)
    - BrainPOP Jr. [Make Predictions](#)
    - BrainPOP Jr. [Poems](#)
  
  - BrainPOP [Agatha Christie](#)
  - BrainPOP [Charles Dickens](#)
  - ☰ • BrainPOP [Frankenstein](#)
  - BrainPOP [Homer](#)
  - BrainPOP [Judy Blume](#)
  - BrainPOP [Kurt Vonnegut](#)
  - BrainPOP [Lord of the Flies](#)
  - BrainPOP [Mark Twain](#)
  - BrainPOP [Maya Angelou](#)
  - BrainPOP [Pablo Neruda](#)
  - BrainPOP [Roald Dahl](#)
  - BrainPOP [William Shakespeare](#)
  
  - GameUp [Time Zone X: Mark Twain](#)

**British Columbia**  
Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☰ Story/text:
  - ▶ *literary elements*

- BrainPOP Jr. [Book Reports](#)
- BrainPOP Jr. [Poems](#)
- ☰ • BrainPOP Jr. [Reading Nonfiction](#)
- BrainPOP Jr. [Short Story](#)
  
- BrainPOP [Idioms and Clichés](#)
- BrainPOP [Agatha Christie](#)
- ☰ • BrainPOP [Charles Dickens](#)
- BrainPOP [Frankenstein](#)
- BrainPOP [Homer](#)
- BrainPOP [Judy Blume](#)
- BrainPOP [Kurt Vonnegut](#)
- BrainPOP [Lord of the Flies](#)
- BrainPOP [Mark Twain](#)
- BrainPOP [Maya Angelou](#)
- BrainPOP [Pablo Neruda](#)
- BrainPOP [Roald Dahl](#)
- BrainPOP [William Shakespeare](#)
- BrainPOP [Mood and Tone](#)
  
- GameUp [Time Zone X: Mark Twain](#)

**British Columbia**  
Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☰ Story/text:
  - ▶ *literary devices*
    - BrainPOP Jr. [Poems](#)
  
    - BrainPOP [A Wrinkle in Time](#)
    - BrainPOP [Agatha Christie](#)
    - ☰ • BrainPOP [Charles Dickens](#)
    - BrainPOP [Frankenstein](#)
    - BrainPOP [Homer](#)
    - BrainPOP [J. R. R. Tolkien](#)
    - BrainPOP [Jack London](#)
    - BrainPOP [Judy Blume](#)
    - BrainPOP [Kurt Vonnegut](#)
    - BrainPOP [Lord of the Flies](#)
    - BrainPOP [Mark Twain](#)
    - BrainPOP [Maya Angelou](#)
    - BrainPOP [Pablo Neruda](#)
    - BrainPOP [Roald Dahl](#)
    - BrainPOP [William Shakespeare](#)
  
    - GameUp [Time Zone X: Mark Twain](#)
    - GameUp [Lord of the Flies](#)

**British Columbia**  
Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☰ Story/text:
  - ▶ *non-fiction elements*
    - BrainPOP Jr. [Reading Nonfiction](#)

- BrainPOP Jr. [Biography](#)
- BrainPOP Jr. [How-To Essay](#)
- BrainPOP Jr. [Make Inferences](#)
- BrainPOP Jr. [Writing About Yourself](#)
- BrainPOP [Anne Frank](#)
- BrainPOP ESL [Relative Pronouns and Used To](#)

**British Columbia**

Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- Story/text:
  - ▶ *perspective/point of view*
    - BrainPOP [Charles Dickens](#)
    - BrainPOP [Frankenstein](#)
  - BrainPOP [Agatha Christie](#)
  - BrainPOP [Homer](#)
  - BrainPOP [Judy Blume](#)
  - BrainPOP [Kurt Vonnegut](#)
  - BrainPOP [Lord of the Flies](#)
  - BrainPOP [Mark Twain](#)
  - BrainPOP [Maya Angelou](#)
  - BrainPOP [Pablo Neruda](#)
  - BrainPOP [Point of View](#)
  - BrainPOP [Roald Dahl](#)
  - BrainPOP [William Shakespeare](#)
  - BrainPOP [J. R. R. Tolkien](#)
  - BrainPOP [Jack London](#)
- GameUp [Time Zone X: Mark Twain](#)

**British Columbia**

Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- Strategies and processes:
  - ▶ *reading strategies*
    - BrainPOP Jr. [Make Predictions](#)
    - BrainPOP Jr. [Sequence](#)
  - BrainPOP [Main Idea](#)

**British Columbia**

Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- Strategies and processes:
  - ▶ *oral language strategies*
    - BrainPOP Jr. [Listening and Speaking](#)

**British Columbia**

Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- Strategies and processes:
  - ▶ *writing processes*
    - BrainPOP Jr. [Biography](#)
    - BrainPOP Jr. [Short Story](#)
    - BrainPOP Jr. [Writing a Paragraph](#)



- **BrainPOP Book Report**
- **BrainPOP Writing Process**
- ☹ • **BrainPOP Five-Paragraph Essay**
- **BrainPOP Main Idea**
- **BrainPOP Show, Not Tell**
- **BrainPOP Strengthening Sentences**

**British Columbia**

Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☹ Language features, structures, and conventions:
  - ▶ *features of oral language*
    - **BrainPOP Jr. Listening and Speaking**
    - **BrainPOP Public Speaking**

**British Columbia**

Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☹ Language features, structures, and conventions:
  - ▶ *effective paragraphing*
    - **BrainPOP Jr. Writing a Paragraph**
    - **BrainPOP Jr. How-To Essay**
    - **BrainPOP Five-Paragraph Essay**
    - **BrainPOP Book Report**
  - ☹
    - **BrainPOP Main Idea**
    - **BrainPOP Show, Not Tell**
    - **BrainPOP Writing Process**

**British Columbia**

Grade 5

**British Columbia Learning Standards > English Language Arts (2015)**

- ☹ Language features, structures, and conventions:
  - ▶ *sentence structure and grammar*
    - **BrainPOP Jr. Tenses**
    - **BrainPOP Jr. Plural Nouns**
    - **BrainPOP Jr. Short Story**
    - **BrainPOP Strengthening Sentences**
    - **BrainPOP Subject-Verb Agreement**
  - ☹
    - **BrainPOP Verbs and their Objects**
    - **BrainPOP Clauses**
    - **BrainPOP Run-On Sentences**
    - **BrainPOP Sentence Fragments**
    - **BrainPOP Subject and Predicate**
    - **BrainPOP Diagramming Sentences**
    - **BrainPOP Nouns**
    - **BrainPOP Parts of Speech**
    - **BrainPOP Personal Pronouns**
    - **BrainPOP Punctuation**
    - **BrainPOP Semicolons**
    - **BrainPOP Adjectives**
    - **BrainPOP Adverbs**

- BrainPOP [Capitalization](#)
- BrainPOP [Colons](#)
- BrainPOP [Conjunctions](#)
- BrainPOP [Prepositional Phrases](#)
- BrainPOP [Tenses](#)
- BrainPOP [Antonyms, Synonyms, and Homonyms](#)
- BrainPOP [They're, Their, and There](#)
- BrainPOP [Types of Sentences](#)
- BrainPOP [Five-Paragraph Essay](#)
- BrainPOP [Writing Process](#)
- BrainPOP [Contractions](#)
- BrainPOP [Idioms and Clichés](#)
- BrainPOP [Dialogue](#)
- BrainPOP [Main Idea](#)
- BrainPOP [Show, Not Tell](#)
  
- BrainPOP ESL [Review: Conditionals](#)
- BrainPOP ESL [Second Conditional](#)
- BrainPOP ESL [First Conditional and Time Clauses](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☰ Oral Language (Speaking and Listening)
  - ▶ **A1** use speaking and listening to interact with others for the purposes of
    - ▶ *contributing to a class goal*
- BrainPOP Jr. [Listening and Speaking](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☰ Oral Language (Speaking and Listening)
  - ▶ **A1** use speaking and listening to interact with others for the purposes of
    - ▶ *sharing and explaining ideas, viewpoints, and opinions (e.g., debating)*
- BrainPOP Jr. [Listening and Speaking](#)
  
- BrainPOP [Public Speaking](#)
- BrainPOP [Debate](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☰ Oral Language (Speaking and Listening)
  - ▶ **A1** use speaking and listening to interact with others for the purposes of
    - ▶ *improving and deepening comprehension*
- BrainPOP Jr. [Listening and Speaking](#)
  
- BrainPOP [Public Speaking](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☰ Oral Language (Speaking and Listening)
  - ▶ **A1** use speaking and listening to interact with others for the purposes of
    - ▶ *solving problems*
- BrainPOP [Public Speaking](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

- ▶ **A2** use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by

- ▶ *staying on topic in a focussed discussion*

- **BrainPOP Public Speaking**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

- ▶ **A2** use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by

- ▶ *recounting experiences in a logical order*

- **BrainPOP Public Speaking**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

- ▶ **A2** use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by

- ▶ *using an effective introduction and conclusion*

- **BrainPOP Public Speaking**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

- ▶ **A2** use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by

- ▶ *using effective details, evidence, or examples to enhance meaning*

- **BrainPOP Public Speaking**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

- ▶ **A2** use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by

- ▶ *explaining and supporting a viewpoint*

- **BrainPOP Debate**
- **BrainPOP Public Speaking**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☉ Oral Language (Speaking and Listening)

- ▶ **A3** listen purposefully to understand ideas and information, by

- ▶ *summarizing and synthesizing main ideas and supporting details*

- **BrainPOP Setting Goals**
- **BrainPOP Main Idea**

- **GameUp Oncology**
- **GameUp Quandary**

**British**

**British Columbia Learning Outcomes > English Language Arts (2006)**

## Columbia

Grade 5

- ☹ Oral Language (Speaking and Listening)
  - ▶ **A3** listen purposefully to understand ideas and information, by
    - ▶ *generating questions*
- **BrainPOP Jr. Listening and Speaking**
  
- **BrainPOP Setting Goals**
- **BrainPOP Getting Help**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☹ Oral Language (Speaking and Listening)
  - ▶ **A3** listen purposefully to understand ideas and information, by
    - ▶ *making inferences and drawing conclusions*
- **BrainPOP Setting Goals**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☹ Oral Language (Speaking and Listening)
  - ▶ **A3** listen purposefully to understand ideas and information, by
    - ▶ *interpreting the speaker's verbal and nonverbal messages*
- **BrainPOP Jr. Listening and Speaking**
  
- **BrainPOP Public Speaking**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☹ Oral Language (Speaking and Listening)
  - ▶ **A3** listen purposefully to understand ideas and information, by
    - ▶ *ignoring distractions*
- **BrainPOP Jr. Listening and Speaking**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☹ Oral Language (Speaking and Listening)
  - ▶ **A4** select and use strategies when interacting with others, including
    - ▶ *making and sharing connections*
- **BrainPOP Jr. Listening and Speaking**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☹ Oral Language (Speaking and Listening)
  - ▶ **A4** select and use strategies when interacting with others, including
    - ▶ *asking questions for clarification and understanding*
- **BrainPOP Jr. Listening and Speaking**
  
- **BrainPOP Getting Help**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☹ Oral Language (Speaking and Listening)
  - ▶ **A4** select and use strategies when interacting with others, including
    - ▶ *taking turns as speaker and listener*
- **BrainPOP Jr. Listening and Speaking**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A4** select and use strategies when interacting with others, including
    - ▶ *paraphrasing to clarify meaning*
- **BrainPOP Paraphrasing**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A5** select and use strategies when expressing and presenting ideas, information, and feelings, including
    - ▶ *setting a purpose*
- **BrainPOP Public Speaking**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A5** select and use strategies when expressing and presenting ideas, information, and feelings, including
    - ▶ *generating ideas*
- **BrainPOP Prewriting: Choosing a Topic**
- **BrainPOP Public Speaking**
- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Prewriting: Organizing Your Thoughts**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A5** select and use strategies when expressing and presenting ideas, information, and feelings, including
    - ▶ *asking questions to clarify and confirm meaning*
- **BrainPOP Getting Help**
- **BrainPOP Public Speaking**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A5** select and use strategies when expressing and presenting ideas, information, and feelings, including
    - ▶ *organizing information*
- **BrainPOP Public Speaking**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A5** select and use strategies when expressing and presenting ideas, information, and feelings, including
    - ▶ *practising delivery*
- **BrainPOP Public Speaking**

**British**

**British Columbia Learning Outcomes > English Language Arts (2006)**

## Columbia

Grade 5

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A5** select and use strategies when expressing and presenting ideas, information, and feelings, including
    - ▶ *self-monitoring and self-correcting in response to feedback*
  - **BrainPOP Public Speaking**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A6** select and use strategies when listening to make and clarify meaning, including
    - ▶ *focussing on the speaker*
  - **BrainPOP Jr. Listening and Speaking**
  - **BrainPOP Public Speaking**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A6** select and use strategies when listening to make and clarify meaning, including
    - ▶ *listening for specifics*
  - **GameUp Oncology**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A6** select and use strategies when listening to make and clarify meaning, including
    - ▶ *generating questions*
  - **BrainPOP Jr. Listening and Speaking**
  - **BrainPOP Setting Goals**
  - **BrainPOP Getting Help**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A6** select and use strategies when listening to make and clarify meaning, including
    - ▶ *recalling, summarizing, and synthesizing*
  - **BrainPOP Paraphrasing**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A6** select and use strategies when listening to make and clarify meaning, including
    - ▶ *drawing inferences and conclusions*
  - **BrainPOP Setting Goals**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A6** select and use strategies when listening to make and clarify meaning, including
    - ▶ *distinguishing between fact and opinion*
  - **BrainPOP Fact and Opinion**

- [GameUp Quandary](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A6** select and use strategies when listening to make and clarify meaning, including
    - ▶ *monitoring comprehension*
- [BrainPOP Jr. Listening and Speaking](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A8** use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts
- [BrainPOP Book Report](#)
- [BrainPOP Public Speaking](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to improve and extend thinking, by
    - ▶ *developing explanations*
- [BrainPOP Five-Paragraph Essay](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A10** reflect on and assess their speaking and listening, by
    - ▶ *referring to class-generated criteria*
- [BrainPOP Public Speaking](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A10** reflect on and assess their speaking and listening, by
    - ▶ *considering and incorporating peer and adult feedback*
- [BrainPOP Public Speaking](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A10** reflect on and assess their speaking and listening, by
    - ▶ *setting goals and creating a plan for improvement*
- [BrainPOP Back to School](#)
- [BrainPOP Test Preparation](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A10** reflect on and assess their speaking and listening, by
    - ▶ *taking steps toward achieving goals*
- [BrainPOP Jr. Listening and Speaking](#)

- [BrainPOP Back to School](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A12** recognize the structures and patterns of language in oral texts, including
    - ▶ *literary devices*
- [BrainPOP Jr. Poems](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A12** recognize the structures and patterns of language in oral texts, including
    - ▶ *sound devices*
- [BrainPOP Jr. Poems](#)
- [BrainPOP Pablo Neruda](#)
- [BrainPOP Poetry](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Reading and Viewing
    - ▶ **B1** read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including
      - ▶ *stories from various Aboriginal and other cultures*
  - [BrainPOP Agatha Christie](#)
  - [BrainPOP Charles Dickens](#)
- ⊕ 11 more resources
- [GameUp Time Zone X: Mark Twain](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Reading and Viewing
    - ▶ **B1** read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including
      - ▶ *literature from Canada and other countries*
  - [BrainPOP Agatha Christie](#)
  - [BrainPOP Charles Dickens](#)
- ⊕ 10 more resources
- [GameUp Time Zone X: Mark Twain](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Reading and Viewing
    - ▶ **B1** read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including
      - ▶ *stories from a variety of genres (e.g., myths, fantasy)*
  - [BrainPOP Jr. Choosing a Book](#)
  - [BrainPOP Jr. Make Inferences](#)
- ⊕ 4 more resources
- [BrainPOP Frankenstein](#)



- [BrainPOP Agatha Christie](#)

+ 13 more resources

- [GameUp Time Zone X: Mark Twain](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Reading and Viewing

- ▶ **B1** read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including

- ▶ *poems that make use of literary devices*

- [BrainPOP Jr. Poems](#)
- [BrainPOP Pablo Neruda](#)
- [BrainPOP Poetry](#)

+ 3 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Reading and Viewing

- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, including

- ▶ *non-fiction books*

- [BrainPOP Jr. Make Inferences](#)
- [BrainPOP Jr. Reading Nonfiction](#)

+ 3 more resources

- [BrainPOP Main Idea](#)
- [BrainPOP Anne Frank](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Reading and Viewing

- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, including

- ▶ *textbooks and other instructional materials*

- [BrainPOP Jr. Reading Nonfiction](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Reading and Viewing

- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, including

- ▶ *visual or graphic materials*

- [BrainPOP Jr. Make Predictions](#)
- [BrainPOP Jr. Sequence](#)
- [BrainPOP Jr. Reading Nonfiction](#)

- [BrainPOP Reading a Newspaper](#)
- [BrainPOP Main Idea](#)

- [GameUp Guts and Bolts](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Reading and Viewing



- ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, including
  - ▶ *reports and articles from magazines*
- **BrainPOP Jr. Writing About Yourself**
- **BrainPOP Jr. Reading Nonfiction**
  
- **BrainPOP Research**
- **BrainPOP Blogs**
- **BrainPOP Citing Sources**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, including
    - ▶ *newspapers*
  - **BrainPOP Reading a Newspaper**
  - **BrainPOP Citing Sources**
  - **BrainPOP Research**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, including
    - ▶ *reference material*
  - **BrainPOP Research**
  - **BrainPOP Citing Sources**
  - **BrainPOP Internet Search**
  - **BrainPOP Main Idea**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, including
    - ▶ *appropriate web sites*
  - **BrainPOP Internet Search**
  - **BrainPOP Blogs**
- ⊕ 2 more resources
  - **GameUp Search Shark**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts, including
    - ▶ *instructions and procedures*
  - **BrainPOP Jr. Reading Nonfiction**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B3** *read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension*
  - **BrainPOP Jr. Choosing a Book**

- British Columbia**  
Grade 5
- British Columbia Learning Outcomes > English Language Arts (2006)**
- ⊖ Reading and Viewing
    - ▶ **B4** *view and demonstrate comprehension of visual texts (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising)*
      - **BrainPOP Jr. Make Predictions**
      - **BrainPOP Jr. Sequence**
  - ⊕ 2 more resources
    - **BrainPOP Media Literacy**
    - **BrainPOP Main Idea**
  
    - **GameUp Guts and Bolts**

- British Columbia**  
Grade 5
- British Columbia Learning Outcomes > English Language Arts (2006)**
- ⊖ Reading and Viewing
    - ▶ **B5** *select and use strategies before reading and viewing to develop understanding of text, including*
      - ▶ *setting a purpose and considering personal reading goals*
    - **BrainPOP Reading Skills**

- British Columbia**  
Grade 5
- British Columbia Learning Outcomes > English Language Arts (2006)**
- ⊖ Reading and Viewing
    - ▶ **B5** *select and use strategies before reading and viewing to develop understanding of text, including*
      - ▶ *accessing prior knowledge to make connections*
    - **BrainPOP ESL Wish and Hope**

- British Columbia**  
Grade 5
- British Columbia Learning Outcomes > English Language Arts (2006)**
- ⊖ Reading and Viewing
    - ▶ **B5** *select and use strategies before reading and viewing to develop understanding of text, including*
      - ▶ *making predictions*
    - **BrainPOP Jr. Make Predictions**
  
    - **BrainPOP ESL Suffixes**

- British Columbia**  
Grade 5
- British Columbia Learning Outcomes > English Language Arts (2006)**
- ⊖ Reading and Viewing
    - ▶ **B5** *select and use strategies before reading and viewing to develop understanding of text, including*
      - ▶ *asking questions*
    - **BrainPOP Jr. Make Predictions**
  
    - **BrainPOP Media Literacy**
    - **BrainPOP Reading a Newspaper**
  
    - **BrainPOP ESL Wish and Hope**

- British Columbia**  
Grade 5
- British Columbia Learning Outcomes > English Language Arts (2006)**
- ⊖ Reading and Viewing
    - ▶ **B5** *select and use strategies before reading and viewing to develop understanding of text, including*
      - ▶

*previewing texts*

- **BrainPOP Jr. Make Predictions**

- **BrainPOP Media Literacy**
- **BrainPOP Reading a Newspaper**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Reading and Viewing

- ▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

- ▶ *predicting*

- **BrainPOP Jr. Make Predictions**
- **BrainPOP Jr. Book Reports**
- **BrainPOP Jr. Make Inferences**

- **BrainPOP ESL Suffixes**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Reading and Viewing

- ▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

- ▶ *making connections*

- **BrainPOP Jr. Book Reports**
- **BrainPOP Jr. Make Inferences**

- **BrainPOP Media Literacy**
- **BrainPOP Reading a Newspaper**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Reading and Viewing

- ▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

- ▶ *visualizing*

- **BrainPOP Media Literacy**
- **BrainPOP Reading a Newspaper**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Reading and Viewing

- ▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

- ▶ *asking and answering questions*

- **BrainPOP Jr. Book Reports**
- **BrainPOP Jr. Make Predictions**

#### ⊕ 2 more resources

- **BrainPOP Media Literacy**
- **BrainPOP Theme**

#### ⊕ 2 more resources

- **BrainPOP ESL Wish and Hope**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Reading and Viewing

▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

▶ *making inferences and drawing conclusions*

- **BrainPOP Jr. Make Inferences**
- **BrainPOP Jr. Book Reports**
- **BrainPOP Jr. Sequence**
  
- **BrainPOP Media Literacy**
- **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Reading and Viewing

▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

▶ *using "text features"*

- **BrainPOP Jr. Make Predictions**
  
- **BrainPOP Media Literacy**
- **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Reading and Viewing

▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

▶ *self-monitoring and self-correcting*

- **BrainPOP Jr. Make Predictions**
- **BrainPOP Jr. Sequence**
  
- **BrainPOP Media Literacy**
- **BrainPOP Reading Skills**
- **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Reading and Viewing

▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

▶ *figuring out unknown words*

- **BrainPOP Context Clues**
- **BrainPOP Roots, Prefixes, and Suffixes**
  
- **BrainPOP ESL Suffixes**
- **BrainPOP ESL Conjunctions**

⊕ 16 more resources

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 5

⊖ Reading and Viewing

- ▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

- ▶ *reading selectively*

- **BrainPOP Jr. Make Predictions**
- **BrainPOP Jr. Sequence**

- **BrainPOP Media Literacy**
- **BrainPOP Main Idea**
- **BrainPOP Reading a Newspaper**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 5

⊖ Reading and Viewing

- ▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

- ▶ *determining the importance of ideas/events*

- **BrainPOP Media Literacy**
- **BrainPOP Main Idea**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 5

⊖ Reading and Viewing

- ▶ **B6** select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

- ▶ *summarizing and synthesizing*

- **BrainPOP Jr. Book Reports**
- **BrainPOP Jr. Sequence**

- **BrainPOP Media Literacy**
- **BrainPOP Book Report**
- **BrainPOP Reading a Newspaper**

- **BrainPOP ESL Third Conditional**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 5

⊖ Reading and Viewing

- ▶ **B7** select and use strategies after reading and viewing to confirm and extend meaning, including

- ▶ *self-monitoring and self-correcting*

- **BrainPOP Media Literacy**
- **BrainPOP Main Idea**
- **BrainPOP Reading Skills**
- **BrainPOP Reading a Newspaper**

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

Grade 5

⊖ Reading and Viewing

- ▶ **B7** select and use strategies after reading and viewing to confirm and extend meaning, including

- ▶ *generating and responding to questions*

- **BrainPOP Media Literacy**
- **BrainPOP Theme**

⊕ 2 more resources

- [BrainPOP ESL Wish and Hope](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Reading and Viewing

- ▶ **B7** select and use strategies after reading and viewing to confirm and extend meaning, including
  - ▶ *making inferences and drawing conclusions*
- [BrainPOP Media Literacy](#)
- [BrainPOP Main Idea](#)
- [BrainPOP Reading a Newspaper](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Reading and Viewing

- ▶ **B7** select and use strategies after reading and viewing to confirm and extend meaning, including
  - ▶ *reflecting and responding*
- [BrainPOP Media Literacy](#)
- [BrainPOP Book Report](#)
- [BrainPOP Reading a Newspaper](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Reading and Viewing

- ▶ **B7** select and use strategies after reading and viewing to confirm and extend meaning, including
  - ▶ *visualizing*
- [BrainPOP Media Literacy](#)
- [BrainPOP Reading a Newspaper](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Reading and Viewing

- ▶ **B7** select and use strategies after reading and viewing to confirm and extend meaning, including
  - ▶ *using graphic organizers to record information*
- [BrainPOP ESL Review: Conditionals](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Reading and Viewing

- ▶ **B7** select and use strategies after reading and viewing to confirm and extend meaning, including
  - ▶ *summarizing and synthesizing*
- [BrainPOP Main Idea](#)
- [BrainPOP Book Report](#)
  
- [BrainPOP ESL Third Conditional](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

☰ Reading and Viewing

- ▶ **B8** respond to selections they read or view, by
  - ▶ *expressing an opinion with supporting evidence*
- [BrainPOP Media Literacy](#)

**British**

**British Columbia Learning Outcomes > English Language Arts (2006)**

## Columbia

Grade 5

- ⊖ Reading and Viewing
  - ▶ **B8** respond to selections they read or view, by
    - ▶ *explaining connections (text-to-self, text-to-text, and text-to-world)*
  - **BrainPOP Jr. Book Reports**
  
  - **BrainPOP Media Literacy**
  - **BrainPOP Book Report**
  
  - **GameUp Quandary**
  
  - **BrainPOP ESL Relative Pronouns and Used To**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Reading and Viewing
  - ▶ **B8** respond to selections they read or view, by
    - ▶ *identifying personally meaningful selections, passages, and images*
  - **BrainPOP Jr. Book Reports**
  
  - **BrainPOP Media Literacy**
  - **BrainPOP Book Report**
  
  - **GameUp Quandary**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Reading and Viewing
  - ▶ **B9** read and view to improve and extend thinking, by
    - ▶ *developing explanations*
  - **BrainPOP Media Literacy**
  - **BrainPOP Reading a Newspaper**
  - **BrainPOP Critical Reasoning**
  
  - **GameUp Oncology**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Reading and Viewing
  - ▶ **B9** read and view to improve and extend thinking, by
    - ▶ *distinguishing between fact and opinion*
  - **BrainPOP Media Literacy**
  - **BrainPOP Critical Reasoning**
  - **BrainPOP Fact and Opinion**
  
  - **GameUp Quandary**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

- ⊖ Reading and Viewing
  - ▶ **B9** read and view to improve and extend thinking, by
    - ▶ *analysing texts to consider alternatives*



- [BrainPOP Media Literacy](#)
- [BrainPOP Critical Reasoning](#)
  
- [GameUp Oncology](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B9** read and view to improve and extend thinking, by
    - ▶ *drawing conclusions*
    - [BrainPOP Media Literacy](#)
    - [BrainPOP Critical Reasoning](#)
  
  - [GameUp Oncology](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B9** read and view to improve and extend thinking, by
    - ▶ *comparing various viewpoints*
    - [BrainPOP Media Literacy](#)
    - [BrainPOP Point of View](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B9** read and view to improve and extend thinking, by
    - ▶ *summarizing and synthesizing*
    - [BrainPOP Book Report](#)
    - [BrainPOP Reading a Newspaper](#)
    - [BrainPOP Critical Reasoning](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B10** reflect on and assess their reading and viewing, by
    - ▶ *referring to class-generated criteria*
    - [BrainPOP Media Literacy](#)
    - [BrainPOP Reading a Newspaper](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B10** reflect on and assess their reading and viewing, by
    - ▶ *setting goals and creating a plan for improvement*
    - [BrainPOP Test Preparation](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Reading and Viewing
  - ▶ **B10** reflect on and assess their reading and viewing, by
    - ▶ *taking steps toward achieving goals*
    - [BrainPOP Media Literacy](#)

- [BrainPOP Reading a Newspaper](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Reading and Viewing

- ▶ **B11** explain how structures and features of text work to develop meaning, including
  - ▶ *form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)*
- [BrainPOP Jr. Poems](#)
- [BrainPOP Jr. Make Predictions](#)
- [BrainPOP Jr. Sequence](#)
  
- [BrainPOP Pablo Neruda](#)
- [BrainPOP Homer](#)

+ 16 more resources

- [GameUp Time Zone X: Mark Twain](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Reading and Viewing

- ▶ **B11** explain how structures and features of text work to develop meaning, including
  - ▶ *text features™ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes)*
- [BrainPOP Jr. Make Predictions](#)
- [BrainPOP Jr. Sequence](#)

- [GameUp Guts and Bolts](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Reading and Viewing

- ▶ **B11** explain how structures and features of text work to develop meaning, including
  - ▶ *literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion, resolution)*
- [BrainPOP Jr. Make Predictions](#)
- [BrainPOP Jr. Poems](#)
- [BrainPOP Jr. Sequence](#)

- [BrainPOP Media Literacy](#)
- [BrainPOP Theme](#)

+ 8 more resources

- [GameUp Lord of the Flies](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Reading and Viewing

- ▶ **B11** explain how structures and features of text work to develop meaning, including
  - ▶ *non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)*
- [BrainPOP Jr. Make Inferences](#)

- [BrainPOP Media Literacy](#)
- [BrainPOP Main Idea](#)

+ 2 more resources

- [GameUp Quandary](#)
- [GameUp The Sports Network 2](#)

- [BrainPOP ESL Suffixes](#)
- [BrainPOP ESL Conjunctions](#)

+ 11 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

– Reading and Viewing

- ▶ **B11** explain how structures and features of text work to develop meaning, including
  - ▶ *literary devices (e.g., imagery, sensory detail, simile, metaphor)*

- [BrainPOP Jr. Poems](#)
- [BrainPOP Idioms and Clichés](#)
- [BrainPOP Similes and Metaphors](#)

+ 4 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

– Reading and Viewing

- ▶ **B11** explain how structures and features of text work to develop meaning, including
  - ▶ *idiomatic expressions*

- [BrainPOP Media Literacy](#)
- [BrainPOP Idioms and Clichés](#)

+ 2 more resources

- [BrainPOP ESL Idioms](#)
- [BrainPOP ESL Review: Unit 6](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

– Writing and Representing

- ▶ **C1** write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
  - ▶ *clearly developed ideas by using effective supporting details, explanations, and comparisons*

- [BrainPOP Jr. Short Story](#)
- [BrainPOP Main Idea](#)
- [BrainPOP Writing Process](#)

+ 2 more resources

- [BrainPOP ESL Wish and Hope](#)
- [BrainPOP ESL Past Perfect](#)

+ 4 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

– Writing and Representing

- ▶ **C1** write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
  - ▶ *effective word choice by using a greater number of new, powerful, and more precise words*
- **BrainPOP Show, Not Tell**
- **BrainPOP Dialogue**
- **BrainPOP Mood and Tone**
- **BrainPOP Idioms and Clichés**

⊕ 2 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Writing and Representing

- ▶ **C1** write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
  - ▶ *an organization that is meaningful, logical, and effective, and showcases a central idea or theme*
- **BrainPOP Jr. Writing a Paragraph**
- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Types of Writing**

⊕ 6 more resources

- **BrainPOP ESL Present Perfect Progressive**
- **BrainPOP ESL Wish and Hope**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Writing and Representing

- ▶ **C2** write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring
  - ▶ *clearly developed ideas by using interesting supporting details and explanations*
- **BrainPOP Jr. Writing a Paragraph**
- **BrainPOP Jr. Book Reports**
- **BrainPOP Book Report**
- **BrainPOP Main Idea**

⊕ 3 more resources

- **BrainPOP ESL First Conditional and Time Clauses**
- **BrainPOP ESL Idioms**

⊕ 5 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Writing and Representing

- ▶ **C2** write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring
  - ▶ *sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style*
- **BrainPOP Strengthening Sentences**
- **BrainPOP Clauses**

⊕ 5 more resources

- **BrainPOP ESL Reported Speech Questions**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Writing and Representing
  - ▶ **C2** write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring
    - ▶ *effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs*
  - **BrainPOP Parts of Speech**
  - **BrainPOP Show, Not Tell**
- ⊕ 6 more resources
  - **BrainPOP ESL Suffixes**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Writing and Representing
  - ▶ **C2** write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring
    - ▶ *a voice demonstrating an appreciation of, and interest in, the topic*
  - **BrainPOP Book Report**

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Writing and Representing
  - ▶ **C2** write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring
    - ▶ *an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details*
  - **BrainPOP Jr. Writing a Paragraph**
  - **BrainPOP Jr. Book Reports**
  
  - **BrainPOP Five-Paragraph Essay**
  - **BrainPOP Writing In Sequence**
- ⊕ 2 more resources
  - **BrainPOP ESL Reported Speech Questions**
  - **BrainPOP ESL Review: Unit 6**
- ⊕ 5 more resources

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Writing and Representing
  - ▶ **C3** write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
    - ▶ *well-developed ideas through the use of supporting details especially interesting sensory detail*
  - **BrainPOP Jr. Short Story**
  
  - **BrainPOP Writing Process**
  - **BrainPOP Book Report**
- ⊕ 3 more resources

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

- ⊖ Writing and Representing

- ▶ **C3** write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
  - ▶ *sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity*
- **BrainPOP Strengthening Sentences**
- **BrainPOP Clauses**
- **BrainPOP Five-Paragraph Essay**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C3** write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
  - ▶ *effective word choice by using engaging figurative and sensory language*
- **BrainPOP Jr. Poems**
- **BrainPOP Jr. Writing with the Senses**
- **BrainPOP Jr. Short Story**
  
- **BrainPOP Imagination**
- **BrainPOP Similes and Metaphors**

+ 5 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C3** write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
  - ▶ *a voice demonstrating an emerging sense of individuality*
- **BrainPOP Imagination**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C3** write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
  - ▶ *an organization that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion*
- **BrainPOP Jr. Short Story**
- **BrainPOP Jr. Writing a Paragraph**
  
- **BrainPOP Writing In Sequence**
- **BrainPOP Book Report**

+ 3 more resources

- **BrainPOP ESL Reported Speech Statements**

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C4** create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring
  - ▶ *an organization in which key ideas are evident*
- **BrainPOP Jr. Writing a Paragraph**
- **BrainPOP Jr. Book Reports**
- **BrainPOP Jr. Short Story**

- [BrainPOP Main Idea](#)
- [BrainPOP Book Report](#)

+ 2 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C5** select and use strategies before writing and representing, including
  - ▶ *setting a purpose*

- [BrainPOP Jr. Book Reports](#)
- [BrainPOP Jr. How-To Essay](#)

+ 2 more resources

- [BrainPOP Writing Process](#)
- [BrainPOP Book Report](#)

+ 3 more resources

- [BrainPOP ESL Relative Pronouns and Used To](#)
- [BrainPOP ESL Reported Speech Questions](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C5** select and use strategies before writing and representing, including
  - ▶ *identifying an audience, genre, and form*

- [BrainPOP Jr. Book Reports](#)
- [BrainPOP Jr. Short Story](#)

+ 2 more resources

- [BrainPOP Prewriting: Organizing Your Thoughts](#)
- [BrainPOP Book Report](#)

+ 3 more resources

- [BrainPOP ESL First Conditional and Time Clauses](#)
- [BrainPOP ESL Relative Pronouns and Used To](#)

+ 5 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C5** select and use strategies before writing and representing, including
  - ▶ *developing class-generated criteria based on analysis of the form of writing or representing*

- [BrainPOP Writing Process](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### Writing and Representing

- ▶ **C5** select and use strategies before writing and representing, including
  - ▶ *generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics*

- [BrainPOP Five-Paragraph Essay](#)
- [BrainPOP Prewriting: Organizing Your Thoughts](#)

- [BrainPOP Writing Process](#)

- [BrainPOP ESL First Conditional and Time Clauses](#)
- [BrainPOP ESL Reported Speech Questions](#)

⊕ 4 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Writing and Representing

- ▶ **C6** select and use strategies during writing and representing to express and refine thoughts, including
  - ▶ *referring to class-generated criteria*
- [BrainPOP Writing Process](#)
- [BrainPOP Five-Paragraph Essay](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Writing and Representing

- ▶ **C6** select and use strategies during writing and representing to express and refine thoughts, including
  - ▶ *analysing models of literature*
- [BrainPOP Five-Paragraph Essay](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Writing and Representing

- ▶ **C6** select and use strategies during writing and representing to express and refine thoughts, including
  - ▶ *accessing multiple sources of information*
- [BrainPOP Citing Sources](#)
- [BrainPOP Research](#)
- [BrainPOP Internet Search](#)

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Writing and Representing

- ▶ **C6** select and use strategies during writing and representing to express and refine thoughts, including
  - ▶ *consulting reference materials*
- [BrainPOP Citing Sources](#)
- [BrainPOP Outlines](#)
- [BrainPOP Research](#)
- [BrainPOP Writing Process](#)

⊕ 2 more resources

## British Columbia

Grade 5

### British Columbia Learning Outcomes > English Language Arts (2006)

#### ⊖ Writing and Representing

- ▶ **C6** select and use strategies during writing and representing to express and refine thoughts, including
  - ▶ *considering and applying feedback to revise ideas, organization, voice, word choice, and sentence fluency*
- [BrainPOP Jr. Writing a Paragraph](#)
- [BrainPOP Jr. Biography](#)



- [BrainPOP Writing Process](#)
- [BrainPOP Mood and Tone](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Writing and Representing

- ▶ **C6** select and use strategies during writing and representing to express and refine thoughts, including

- ▶ *ongoing revising and editing*

- [BrainPOP Jr. Biography](#)
- [BrainPOP Jr. Writing a Paragraph](#)
- [BrainPOP Jr. Short Story](#)

- [BrainPOP Writing Process](#)
- [BrainPOP Five-Paragraph Essay](#)

⊕ 4 more resources

- [GameUp Quill](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Writing and Representing

- ▶ **C7** select and use strategies after writing and representing to improve their work, including

- ▶ *checking their work against established criteria*

- [BrainPOP Writing Process](#)

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Writing and Representing

- ▶ **C7** select and use strategies after writing and representing to improve their work, including

- ▶ *revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)*

- [BrainPOP Jr. Short Story](#)

- [BrainPOP Writing Process](#)
- [BrainPOP Mood and Tone](#)

⊕ 2 more resources

**British Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Writing and Representing

- ▶ **C7** select and use strategies after writing and representing to improve their work, including

- ▶ *editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)*

- [BrainPOP Jr. Book Reports](#)
- [BrainPOP Jr. Tenses](#)

⊕ 2 more resources

- [BrainPOP Tenses](#)
- [BrainPOP Writing Process](#)

⊕ 19 more resources

**British Columbia**

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 5
- Writing and Representing
    - ▶ **C8** use writing and representing to express personal responses and relevant opinions about experiences and texts
      - **BrainPOP Jr. Writing About Yourself**
      - **BrainPOP Jr. Writing with the Senses**
    - **BrainPOP Imagination**
    - **BrainPOP Types of Writing**
- + 3 more resources
- **BrainPOP ESL Past Perfect**
  - **BrainPOP ESL Past Simple/Present Perfect**
- + 3 more resources

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 5
- Writing and Representing
    - ▶ **C9** use writing and representing to extend thinking, by
      - ▶ *developing explanations*
      - **BrainPOP Types of Writing**
      - **BrainPOP Book Report**

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 5
- Writing and Representing
    - ▶ **C10** reflect on and assess their writing and representing, by
      - ▶ *referring to class-generated criteria*
      - **BrainPOP Writing Process**

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 5
- Writing and Representing
    - ▶ **C11** use the features and conventions of language to express meaning in their writing and representing, including
      - ▶ *complete simple and compound sentences and begin to use complex sentences*
      - **BrainPOP Jr. Writing with the Senses**
      - **BrainPOP Strengthening Sentences**
      - **BrainPOP Clauses**
- + 2 more resources

**British Columbia Learning Outcomes > English Language Arts (2006)**

- Grade 5
- Writing and Representing
    - ▶ **C11** use the features and conventions of language to express meaning in their writing and representing, including
      - ▶ *effective paragraphing*
      - **BrainPOP Jr. Book Reports**
      - **BrainPOP Jr. Writing with the Senses**
      - **BrainPOP Five-Paragraph Essay**
      - **BrainPOP Main Idea**
- + 4 more resources

**British  
Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Writing and Representing

- ▶ **C11** use the features and conventions of language to express meaning in their writing and representing, including
  - ▶ *past, present, and future tenses*
  - **BrainPOP Tenses**

**British  
Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Writing and Representing

- ▶ **C11** use the features and conventions of language to express meaning in their writing and representing, including
  - ▶ *passages of dialogue indicated with quotation marks and paragraphs*
  - **BrainPOP Dialogue**

**British  
Columbia**

Grade 5

**British Columbia Learning Outcomes > English Language Arts (2006)**

⊖ Writing and Representing

- ▶ **C11** use the features and conventions of language to express meaning in their writing and representing, including
  - ▶ *spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)*
  - **BrainPOP Dictionary and Thesaurus**
  - **BrainPOP Roots, Prefixes, and Suffixes**
  - **BrainPOP Antonyms, Synonyms, and Homonyms**