

British Columbia

Grade 7

- ☰ *Language and text can be a source of creativity and joy.*
  - BrainPOP [Imagination](#)
  - BrainPOP [Reading a Newspaper](#)
- ☰
  - BrainPOP [Types of Writing](#)
  - BrainPOP [Reading Skills](#)
  
- BrainPOP [ESL Reported Speech Statements](#)

British Columbia

Grade 7

British Columbia Learning Standards > English Language Arts (2015)

- ☰ *Exploring text and story helps us understand ourselves and make connections to others and to the world.*
  - GameUp [Quandary](#)

British Columbia

Grade 7

British Columbia Learning Standards > English Language Arts (2015)

- ☰ *Exploring and sharing multiple perspectives extends our thinking.*
  - BrainPOP [Charles Dickens](#)
  - BrainPOP [Frankenstein](#)
- ☰
  - 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

Grade 7

British Columbia Learning Standards > English Language Arts (2015)

- ☰ *Developing our understanding of how language works allows us to use it purposefully.*
  - BrainPOP [Business Letter](#)

British Columbia

Grade 7

British Columbia Learning Standards > English Language Arts (2015)

- ☰ *Texts are created for different purposes and audiences.*
  - 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**

Grade 7

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

- ☰ *Synthesizing the meaning from different texts and ideas helps us create new understandings*
  - BrainPOP [Paraphrasing](#)
  - BrainPOP [Citing Sources](#)
  - BrainPOP [Outlines](#)
  - BrainPOP [Research](#)
- ☰
  - BrainPOP [Copyright](#)
  - BrainPOP [Online Sources](#)
  - BrainPOP [Plagiarism](#)
  - BrainPOP [Public Speaking](#)
  - BrainPOP [Internet Search](#)
  - BrainPOP [Reading a Newspaper](#)

**British Columbia**

Grade 7

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

- ☰ Comprehend and connect
  - ▶ *Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.*
    - BrainPOP [Research](#)
    - BrainPOP [Online Sources](#)
    - BrainPOP [Internet Search](#)
    - BrainPOP [Reading a Newspaper](#)
- ☰
  - BrainPOP [Plagiarism](#)
  - BrainPOP [Citing Sources](#)

**British Columbia**

Grade 7

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

- ☰ Comprehend and connect
  - ▶ *Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking*
    - BrainPOP [Research](#)
    - BrainPOP [Media Literacy](#)
- ☰
  - BrainPOP [Reading a Newspaper](#)

- **BrainPOP Paraphrasing**
- **BrainPOP Public Speaking**
- **BrainPOP Internet Search**
- **BrainPOP Outlines**
- **BrainPOP Main Idea**
- **BrainPOP Citing Sources**
- **BrainPOP Online Sources**
- **BrainPOP Plagiarism**
  
- **GameUp Search Shark**

**British Columbia**  
Grade 7

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

- ☰ Comprehend and connect
  - ▶ *Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages*
    - **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 J. R. R. Tolkien**
  - **BrainPOP Jack London**
  - **BrainPOP Anne Frank**
  - **BrainPOP Main Idea**
  
  - **GameUp Time Zone X: Mark Twain**

**British Columbia**  
Grade 7

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

- ☰ Comprehend and connect
  - ▶ *Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts*
    - **BrainPOP Theme**
    - **BrainPOP Book Report**

**British Columbia**  
Grade 7

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

- ☰ Comprehend and connect
  - ▶ *Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts*
    - **BrainPOP Charles Dickens**
    - **BrainPOP Frankenstein**
- ☰
  - **BrainPOP Media Literacy**
  - **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 Anne Frank**
- **BrainPOP Jack London**
- **BrainPOP J. R. R. Tolkien**
- **BrainPOP Book Report**

- **GameUp Time Zone X: Mark Twain**

## British Columbia

Grade 7

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

- ☉ Comprehend and connect
  - ▶ *Recognize how language constructs personal, social, and cultural identity*
    - **BrainPOP Anne Frank**

## British Columbia

Grade 7

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

- ☉ Comprehend and connect
  - ▶ *Construct meaningful personal connections between self, text, and world*
    - **BrainPOP Paraphrasing**
    - **BrainPOP Citing Sources**
    - **BrainPOP Outlines**
    - **BrainPOP Research**
  - ☉
    - **BrainPOP Copyright**
    - **BrainPOP Online Sources**
    - **BrainPOP Plagiarism**
    - **BrainPOP Public Speaking**
    - **BrainPOP Internet Search**
    - **BrainPOP Reading a Newspaper**

## British Columbia

Grade 7

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

- ☉ Comprehend and connect
  - ▶ *Respond to text in personal, creative, and critical ways*
    - **BrainPOP Book Report**

## British Columbia

Grade 7

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

- ☉ Comprehend and connect
  - ▶ *Understand how literary elements, techniques, and devices enhance and shape meaning*
    - **BrainPOP Idioms and Clichés**
    - **BrainPOP A Wrinkle in Time**
  - ☉
    - **BrainPOP Edgar Allan Poe**
    - **BrainPOP J. R. R. Tolkien**
    - **BrainPOP Jack London**
    - **BrainPOP Mood and Tone**

- **GameUp Lord of the Flies**

## British Columbia

Grade 7

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

- ☰ Create and communicate
  - ▶ *Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences*
    - **BrainPOP Book Report**
    - **BrainPOP Writing Process**
  - ☰
    - **BrainPOP Prewriting: Choosing a Topic**
    - **BrainPOP Five-Paragraph Essay**
    - **BrainPOP Types of Writing**
    - **BrainPOP Outlines**
    - **BrainPOP Prewriting: Organizing Your Thoughts**
    - **BrainPOP Imagination**
    - **BrainPOP Business Letter**
  - **BrainPOP ESL Reported Speech Questions**
  - **BrainPOP ESL First Conditional and Time Clauses**
  - ☰
    - **BrainPOP ESL Reported Speech Statements**
    - **BrainPOP ESL Review: Conditionals**
    - **BrainPOP ESL Second Conditional**
    - **BrainPOP ESL Third Conditional**

## British Columbia

Grade 7

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

- ☰ Create and communicate
  - ▶ *Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message*
    - **BrainPOP Writing Process**
    - **BrainPOP Book Report**
    - **BrainPOP Five-Paragraph Essay**
    - **BrainPOP Main Idea**
  - ☰
    - **BrainPOP Types of Writing**
    - **BrainPOP Writing In Sequence**
    - **BrainPOP Business Letter**
    - **BrainPOP Show, Not Tell**
    - **BrainPOP Strengthening Sentences**
    - **BrainPOP Point of View**
    - **BrainPOP Hyphens and Dashes**
    - **BrainPOP Dialogue**
    - **BrainPOP Idioms and Clichés**

## British Columbia

Grade 7

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

- ☰ Create and communicate
  - ▶ *Use an increasing repertoire of conventions of English spelling, grammar, and punctuation*
    - **BrainPOP Colons**
    - **BrainPOP Hyphens and Dashes**
  - ☰
    - **BrainPOP Punctuation**
    - **BrainPOP Semicolons**
    - **BrainPOP Contractions**

- BrainPOP **Possessives**
- BrainPOP **Sentence Fragments**
- BrainPOP **They're, Their, and There**
- BrainPOP **Writing Process**
- BrainPOP **Clauses**
- BrainPOP **Conjunctions**
- BrainPOP **Run-On Sentences**
- BrainPOP **Types of Sentences**
- BrainPOP **Diagramming Sentences**
- BrainPOP **Nouns**
- BrainPOP **Antonyms, Synonyms, and Homonyms**
- BrainPOP **Strengthening Sentences**
- BrainPOP **Adjectives**
- BrainPOP **Adverbs**
- BrainPOP **Business Letter**
- BrainPOP **Capitalization**
- BrainPOP **Dialogue**
- BrainPOP **Five-Paragraph Essay**
- BrainPOP **Parts of Speech**
- BrainPOP **Prepositional Phrases**
- BrainPOP **Subject and Predicate**
- BrainPOP **Verbs and their Objects**
- BrainPOP **Parallel Structure**
- BrainPOP **Personal Pronouns**
- BrainPOP **Subject-Verb Agreement**
- BrainPOP **Tenses**
- BrainPOP **Idioms and Clichés**
- BrainPOP **Main Idea**
  
- BrainPOP **ESL First Conditional and Time Clauses**
- BrainPOP **ESL Review: Conditionals**
- BrainPOP **ESL Second Conditional**

**British  
Columbia**

Grade 7

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

- ⊖ Story/text:
  - ▶ *form, function, and genre of texts*
    - 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 7

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

- ⊖ Story/text:
  - ▶ *features of written text*
    - 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 7

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

- ⊖ Story/text:
  - ▶ *literary elements*
    - 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 7

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

- ⊖ Story/text:
  - ▶ *literary devices*
    - BrainPOP [A Wrinkle in Time](#)
    - BrainPOP [Agatha Christie](#)
  - ⊖ • BrainPOP [Charles Dickens](#)

- **BrainPOP** [Edgar Allan Poe](#)
- **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 7

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

#### ☰ Story/text:

##### ▶ *elements of non-fiction texts*

- **BrainPOP** [Anne Frank](#)
- **BrainPOP** [ESL Relative Pronouns and Used To](#)

## British Columbia

Grade 7

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

#### ☰ Strategies and processes:

##### ▶ *reading strategies*

- **BrainPOP** [Main Idea](#)

## British Columbia

Grade 7

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

#### ☰ Strategies and processes:

##### ▶ *writing processes*

- **BrainPOP** [Book Report](#)
- **BrainPOP** [Writing Process](#)
- **BrainPOP** [Five-Paragraph Essay](#)
- **BrainPOP** [Main Idea](#)
- **BrainPOP** [Show, Not Tell](#)
- **BrainPOP** [Strengthening Sentences](#)

## British Columbia

Grade 7

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

#### ☰ Language features, structures, and conventions:

##### ▶ *features of oral language*

- **BrainPOP** [Public Speaking](#)

## British Columbia

Grade 7

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

#### ☰ Language features, structures, and conventions:

##### ▶ *language varieties*

- **BrainPOP** [Idioms and Clichés](#)



**British Columbia**

Grade 7

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

- ⊖ Language features, structures, and conventions:
  - ▶ *syntax and sentence fluency*
    - **BrainPOP Strengthening Sentences**
    - **BrainPOP Clauses**
    - **BrainPOP Subject and Predicate**
    - **BrainPOP Diagramming Sentences**
  - ⊖
    - **BrainPOP Five-Paragraph Essay**
    - **BrainPOP Run-On Sentences**
    - **BrainPOP Sentence Fragments**
    - **BrainPOP Subject-Verb Agreement**
    - **BrainPOP Types of Sentences**
    - **BrainPOP Colons**
    - **BrainPOP Interjections**
    - **BrainPOP Parallel Structure**
    - **BrainPOP Punctuation**
    - **BrainPOP Semicolons**
    - **BrainPOP Tenses**
    - **BrainPOP Antonyms, Synonyms, and Homonyms**
    - **BrainPOP Dialogue**
    - **BrainPOP Show, Not Tell**

**British Columbia**

Grade 7

**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
    - ▶ *discussing and analysing ideas and opinions (e.g., debating)*
  - **BrainPOP Debate**

**British Columbia**

Grade 7

**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 Public Speaking**

**British Columbia**

Grade 7

**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
    - ▶ *discussing concerns and resolving problems*
  - **BrainPOP Public Speaking**

**British Columbia**

Grade 7

**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
    - ▶ *completing a variety of tasks*
  - **BrainPOP Public Speaking**

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

**British Columbia**

Grade 7

- ☉ 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 prior knowledge and/or other sources of evidence*
  - **BrainPOP Debate**
  - **BrainPOP Public Speaking**

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

**British Columbia**

Grade 7

- ☉ 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 focussed discussions*
  - **BrainPOP Public Speaking**

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

**British Columbia**

Grade 7

- ☉ 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
    - ▶ *presenting in a clear, focussed, organized, and effective manner*
  - **BrainPOP Public Speaking**

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

**British Columbia**

Grade 7

- ☉ 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 effectively supporting viewpoints*
  - **BrainPOP Public Speaking**

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

**British Columbia**

Grade 7

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A3** listen critically to understand and analyse ideas and information, by
    - ▶ *generating questions*
  - **BrainPOP Setting Goals**
  - **BrainPOP Getting Help**

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

**British Columbia**

Grade 7

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

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

**British Columbia**

Grade 7

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A3** listen critically to understand and analyse ideas and information, by
    - ▶ *interpreting the speaker's™ verbal and nonverbal messages, purposes, and perspectives*

- **BrainPOP [Setting Goals](#)**

- **GameUp [Oncology](#)**

## British Columbia

Grade 7

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

☹ Oral Language (Speaking and Listening)

- ▶ **A3** listen critically to understand and analyse ideas and information, by
  - ▶ *analysing and evaluating*

- **BrainPOP [Public Speaking](#)**

## British Columbia

Grade 7

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

☹ Oral Language (Speaking and Listening)

- ▶ **A3** listen critically to understand and analyse ideas and information, by
  - ▶ *ignoring distractions*

- **BrainPOP [Public Speaking](#)**

## British Columbia

Grade 7

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

☹ Oral Language (Speaking and Listening)

- ▶ **A4** select and use various strategies when interacting with others, including
  - ▶ *asking questions for clarification and understanding*

- **BrainPOP [Getting Help](#)**

## British Columbia

Grade 7

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

☹ Oral Language (Speaking and Listening)

- ▶ **A4** select and use various strategies when interacting with others, including
  - ▶ *paraphrasing to clarify meaning*

- **BrainPOP [Paraphrasing](#)**

## British Columbia

Grade 7

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

☹ Oral Language (Speaking and Listening)

- ▶ **A5** select and use various strategies when expressing and presenting ideas, information, and feelings, including
  - ▶ *setting a purpose*

- **BrainPOP [Public Speaking](#)**

## British Columbia

Grade 7

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

☹ Oral Language (Speaking and Listening)

- ▶ **A5** select and use various strategies when expressing and presenting ideas, information, and feelings, including
  - ▶ *generating ideas*

- **BrainPOP [Prewriting: Choosing a Topic](#)**

- **BrainPOP [Public Speaking](#)**

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

- **BrainPOP [Book Report](#)**

⊕ 2 more resources

## British Columbia

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

- Grade 7
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A5** select and use various strategies when expressing and presenting ideas, information, and feelings, including
      - ▶ *making and sharing connections*
  - **BrainPOP Public Speaking**

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

- Grade 7
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A5** select and use various 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 Learning Outcomes > English Language Arts (2006)**

- Grade 7
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A5** select and use various strategies when expressing and presenting ideas, information, and feelings, including
      - ▶ *organizing information*
  - **BrainPOP Public Speaking**

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

- Grade 7
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A5** select and use various strategies when expressing and presenting ideas, information, and feelings, including
      - ▶ *practising delivery*
  - **BrainPOP Public Speaking**

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

- Grade 7
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A5** select and use various strategies when expressing and presenting ideas, information, and feelings, including
      - ▶ *self-monitoring and self-correcting in response to feedback*
  - **BrainPOP Public Speaking**

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

- Grade 7
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A6** select and use various strategies when listening to make and clarify meaning, including
      - ▶ *listening for specifics*
  - **BrainPOP Setting Goals**
  - **BrainPOP Main Idea**
  
  - **GameUp Quandary**

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

- Grade 7
- ☉ Oral Language (Speaking and Listening)
    - ▶ **A6** select and use various strategies when listening to make and clarify meaning, including
      - ▶ *generating questions*

- [BrainPOP Setting Goals](#)
- [BrainPOP Getting Help](#)

## British Columbia

Grade 7

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

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

## British Columbia

Grade 7

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

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

## British Columbia

Grade 7

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

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A6** select and use various strategies when listening to make and clarify meaning, including
    - ▶ *distinguishing between fact and opinion*
- [BrainPOP Fact and Opinion](#)
  
- [GameUp Quandary](#)

## British Columbia

Grade 7

### 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 Public Speaking](#)

## British Columbia

Grade 7

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

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to improve and extend thinking, by
    - ▶ *questioning and speculating*
- [BrainPOP Getting Help](#)
- [BrainPOP Public Speaking](#)

## British Columbia

Grade 7

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

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to improve and extend thinking, by
    - ▶ *acquiring new ideas*
- [GameUp Oncology](#)

## British Columbia

Grade 7

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

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to improve and extend thinking, by
    - ▶ *analysing and evaluating ideas*

- **BrainPOP Public Speaking**

## British Columbia

Grade 7

### 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 Public Speaking**

## British Columbia

Grade 7

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

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to improve and extend thinking, by
    - ▶ *considering alternative viewpoints*
- **BrainPOP Public Speaking**

## British Columbia

Grade 7

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

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to improve and extend thinking, by
    - ▶ *summarizing and synthesizing*
- **BrainPOP Book Report**
- **BrainPOP Public Speaking**

## British Columbia

Grade 7

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

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A9** use speaking and listening to improve and extend thinking, by
    - ▶ *problem solving*
- **BrainPOP Public Speaking**

## British Columbia

Grade 7

### 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**
- **BrainPOP Writing Process**

## British Columbia

Grade 7

### 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 7

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

- ☉ Oral Language (Speaking and Listening)
  - ▶ **A11** recognize and apply the features of oral language to convey and derive meaning, including
    - ▶ *context (e.g., audience, purpose, situation)*
- **BrainPOP Public Speaking**

## British

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

## Columbia

Grade 7

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A11** recognize and apply the features of oral language to convey and derive meaning, including
    - ▶ *text structure*
  - **BrainPOP Public Speaking**

## British Columbia

Grade 7

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

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A11** recognize and apply the features of oral language to convey and derive meaning, including
    - ▶ *smooth transitions and connecting words*
  - **BrainPOP Public Speaking**

## British Columbia

Grade 7

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

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A11** recognize and apply the features of oral language to convey and derive meaning, including
    - ▶ *syntax (i.e., grammar and usage)*
  - **BrainPOP Sentence Fragments**
  - **BrainPOP Parallel Structure**
  - **BrainPOP Run-On Sentences**
  - **BrainPOP Semicolons**

⊕ 8 more resources

## British Columbia

Grade 7

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

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A11** recognize and apply the features of oral language to convey and derive meaning, including
    - ▶ *diction*
  - **BrainPOP Public Speaking**

## British Columbia

Grade 7

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

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A11** recognize and apply the features of oral language to convey and derive meaning, including
    - ▶ *nonverbal communication*
  - **BrainPOP Public Speaking**

## British Columbia

Grade 7

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

- ⊖ Oral Language (Speaking and Listening)
  - ▶ **A11** recognize and apply the features of oral language to convey and derive meaning, including
    - ▶ *receptive listening posture*
  - **BrainPOP Public Speaking**

## British Columbia

Grade 7

### 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 Mood and Tone**

## British

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

## Columbia

Grade 7

### Reading and Viewing

- ▶ **B1** read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including

- ▶ *stories from Aboriginal and other cultures*

- **BrainPOP Agatha Christie**
- **BrainPOP Charles Dickens**

⊕ 11 more resources

- **GameUp Time Zone X: Mark Twain**

## British Columbia

Grade 7

### Reading and Viewing

- ▶ **B1** read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including

- ▶ *literature reflecting a variety of ancient and modern cultures*

- **BrainPOP Agatha Christie**
- **BrainPOP Charles Dickens**

⊕ 12 more resources

- **GameUp Time Zone X: Mark Twain**

## British Columbia

Grade 7

### Reading and Viewing

- ▶ **B1** read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including

- ▶ *short stories and novels exposing students to unfamiliar contexts*

- **BrainPOP Charles Dickens**
- **BrainPOP Mark Twain**

⊕ 11 more resources

- **GameUp Time Zone X: Mark Twain**

## British Columbia

Grade 7

### Reading and Viewing

- ▶ **B1** read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including

- ▶ *short plays that are straightforward in form and content*

- **BrainPOP William Shakespeare**

## British Columbia

Grade 7

### Reading and Viewing

- ▶ **B1** read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including

- ▶ *poetry in a variety of forms*

- **BrainPOP Pablo Neruda**
- **BrainPOP Poetry**
- **BrainPOP Homer**

## British

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



## Columbia

Grade 7

- ⊖ Reading and Viewing
  - ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including
    - ▶ *non-fiction books*
  - **BrainPOP Main Idea**
  - **BrainPOP Anne Frank**

## British Columbia

Grade 7

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

- ⊖ Reading and Viewing
  - ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including
    - ▶ *textbooks and other instructional materials*
  - **BrainPOP Reading a Newspaper**
  - **BrainPOP Main Idea**

## British Columbia

Grade 7

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

- ⊖ Reading and Viewing
  - ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including
    - ▶ *visual or graphic materials*
  - **BrainPOP Reading a Newspaper**
  - **BrainPOP Main Idea**
  
  - **GameUp Guts and Bolts**

## British Columbia

Grade 7

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

- ⊖ Reading and Viewing
  - ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including
    - ▶ *reports and articles*
  - **BrainPOP Research**
  - **BrainPOP Blogs**
  - **BrainPOP Citing Sources**

## British Columbia

Grade 7

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

- ⊖ Reading and Viewing
  - ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including
    - ▶ *reference materials*
  - **BrainPOP Research**
  - **BrainPOP Citing Sources**
  - **BrainPOP Internet Search**
  - **BrainPOP Main Idea**

## British Columbia

Grade 7

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

- ⊖ Reading and Viewing
  - ▶ **B2** read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including

▶ *appropriate web sites*

- **BrainPOP Internet Search**
- **BrainPOP Blogs**

⊕ 2 more resources

- **GameUp Search Shark**

## British Columbia

Grade 7

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

⊖ Reading and Viewing

▶ **B4** *demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials)*

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

## British Columbia

Grade 7

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

⊖ Reading and Viewing

▶ **B5** select and use various 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 7

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

⊖ Reading and Viewing

▶ **B5** select and use various strategies before reading and viewing to develop understanding of text, including

▶ *accessing prior knowledge to make and share connections*

- **BrainPOP ESL Wish and Hope**

## British Columbia

Grade 7

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

⊖ Reading and Viewing

▶ **B5** select and use various strategies before reading and viewing to develop understanding of text, including

▶ *making predictions*

- **BrainPOP ESL Suffixes**

## British Columbia

Grade 7

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

⊖ Reading and Viewing

▶ **B5** select and use various strategies before reading and viewing to develop understanding of text, including

▶ *asking questions*

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

- **BrainPOP ESL Wish and Hope**

## British Columbia

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

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B5** select and use various strategies before reading and viewing to develop understanding of text, including
      - ▶ *previewing texts*
    - **BrainPOP Media Literacy**
    - **BrainPOP Reading a Newspaper**

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

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
      - ▶ *predicting*
    - **BrainPOP ESL Suffixes**

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

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
      - ▶ *making connections*
    - **BrainPOP Media Literacy**
    - **BrainPOP Reading a Newspaper**

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

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
      - ▶ *visualizing*
    - **BrainPOP Media Literacy**
    - **BrainPOP Reading a Newspaper**

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

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
      - ▶ *asking and answering questions*
    - **BrainPOP Media Literacy**
    - **BrainPOP Theme**
  - ⊕ 2 more resources
    - **BrainPOP ESL Wish and Hope**

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

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
      - ▶ *making inferences and drawing conclusions*
    - **BrainPOP Media Literacy**
    - **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 7

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

⊖ Reading and Viewing

- ▶ **B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
  - ▶ *using “text features”™*
  - **BrainPOP Media Literacy**
  - **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 7

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

⊖ Reading and Viewing

- ▶ **B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
  - ▶ *self-monitoring and self-correcting*
  - **BrainPOP Media Literacy**
  - **BrainPOP Reading Skills**
  - **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 7

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

⊖ Reading and Viewing

- ▶ **B6** select and use various 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**

Grade 7

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

⊖ Reading and Viewing

- ▶ **B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
  - ▶ *reading selectively*
  - **BrainPOP Media Literacy**
  - **BrainPOP Main Idea**
  - **BrainPOP Reading a Newspaper**

**British Columbia**

Grade 7

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

⊖ Reading and Viewing

- ▶ **B6** select and use various 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**

Grade 7

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

⊖ Reading and Viewing

- ▶ **B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
  - ▶ *summarizing and synthesizing*
  - **BrainPOP Media Literacy**
  - **BrainPOP Book Report**
  - **BrainPOP Reading a Newspaper**
- **BrainPOP ESL Third Conditional**

**British Columbia**

Grade 7

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

- ⊖ Reading and Viewing
  - ▶ **B7** select and use various 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**

Grade 7

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

- ⊖ Reading and Viewing
  - ▶ **B7** select and use various 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 7

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

- ⊖ Reading and Viewing
  - ▶ **B7** select and use various 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 7

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

- ⊖ Reading and Viewing
  - ▶ **B7** select and use various 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**

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

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B7** select and use various strategies after reading and viewing to confirm and extend meaning, including
      - ▶ *visualizing*
  - **BrainPOP Media Literacy**
  - **BrainPOP Reading a Newspaper**

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

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B7** select and use various strategies after reading and viewing to confirm and extend meaning, including
      - ▶ *using graphic organizers to record information*
  - **BrainPOP ESL Review: Conditionals**

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

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B7** select and use various 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 Learning Outcomes > English Language Arts (2006)**

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B8** respond to selections they read or view, by
      - ▶ *expressing opinions and making judgments supported by reasons, explanations, and evidence*
  - **BrainPOP Media Literacy**

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

- Grade 7
- ⊖ 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 Media Literacy**
  - **BrainPOP Book Report**
  
  - **GameUp Quandary**
  
  - **BrainPOP ESL Relative Pronouns and Used To**

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

- Grade 7
- ⊖ Reading and Viewing
    - ▶ **B8** respond to selections they read or view, by
      - ▶ *identifying personally meaningful selections, passages, and images*
  - **BrainPOP Media Literacy**
  - **BrainPOP Book Report**
  
  - **GameUp Quandary**

**British Columbia**

Grade 7

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

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

**British Columbia**

Grade 7

**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 7

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

- ⊖ Reading and Viewing
  - ▶ **B9** read and view to improve and extend thinking, by
    - ▶ *summarizing and synthesizing to create new ideas*
    - **BrainPOP Book Report**
    - **BrainPOP Reading a Newspaper**
    - **BrainPOP Critical Reasoning**

**British Columbia**

Grade 7

**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 7

**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 7

**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 7

**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 Pablo Neruda**
- **BrainPOP Homer**

⊕ 16 more resources

- **GameUp Time Zone X: Mark Twain**

**British Columbia**

Grade 7

**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, hyperlink, pull-quotes)*
- **GameUp Guts and Bolts**

**British Columbia**

Grade 7

**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., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)*
- **BrainPOP Media Literacy**
- **BrainPOP Theme**

⊕ 10 more resources

- **GameUp Lord of the Flies**

**British Columbia**

Grade 7

**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 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 7

**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, onomatopoeia, simile, metaphor, symbolism, personification)*



- [BrainPOP Idioms and Clichés](#)
- [BrainPOP Similes and Metaphors](#)
- [BrainPOP Media Literacy](#)
- [BrainPOP Pablo Neruda](#)

+ 2 more resources

## British Columbia

Grade 7

### 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 7

### 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, analysis, and insights*
  - [BrainPOP Prewriting: Choosing a Topic](#)

## British Columbia

Grade 7

### 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 Prewriting: Choosing a Topic](#)

## British Columbia

Grade 7

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

#### Writing and Representing

- ▶ **C2** write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
  - ▶ *clearly developed ideas by using focussed and useful supporting details, analysis, and explanations*
  - [BrainPOP Five-Paragraph Essay](#)
  - [BrainPOP Book Report](#)

+ 2 more resources

- [BrainPOP ESL First Conditional and Time Clauses](#)
- [BrainPOP ESL Idioms](#)

+ 5 more resources

## British Columbia

Grade 7

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

#### Writing and Representing

- ▶ **C2** write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
  - ▶ *sentence fluency through strong, well-constructed sentences that demonstrate a variety of lengths*

*and patterns, with an increasingly fluid style*

- **BrainPOP Strengthening Sentences**
- **BrainPOP Clauses**
- **BrainPOP Diagramming Sentences**
- **BrainPOP Subject and Predicate**

## British Columbia

Grade 7

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

#### Writing and Representing

- ▶ **C2** write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
  - ▶ *effective word choice by using content words, precise nouns, and powerful verbs and modifiers*

- **BrainPOP Parts of Speech**
- **BrainPOP Mood and Tone**
- **BrainPOP Show, Not Tell**
- **BrainPOP Subject and Predicate**

+ 8 more resources

## British Columbia

Grade 7

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

#### Writing and Representing

- ▶ **C2** write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
  - ▶ *an organization that includes an inviting lead that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion*

- **BrainPOP Five-Paragraph Essay**
- **BrainPOP Writing In Sequence**
- **BrainPOP Types of Writing**

## British Columbia

Grade 7

### 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
  - ▶ *strategically developed ideas by using interesting sensory detail*

- **BrainPOP Show, Not Tell**
- **BrainPOP Imagination**

+ 3 more resources

- **BrainPOP ESL Reported Speech Statements**

## British Columbia

Grade 7

### 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 by using a variety of sentence lengths and patterns, with increasing fluidity*

- **BrainPOP Strengthening Sentences**
- **BrainPOP Clauses**

## British Columbia

Grade 7

### 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 purposeful figurative and sensory language with some sophistication and risk-taking*
- **BrainPOP Show, Not Tell**
- **BrainPOP Similes and Metaphors**
- **BrainPOP Imagination**
- **BrainPOP Idioms and Clichés**

⊕ 7 more resources

## British Columbia

Grade 7

### 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 engaging and authentic voice*
- **BrainPOP Imagination**
- **BrainPOP Show, Not Tell**

## British Columbia

Grade 7

### 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 enticing opening, followed by a purposeful sequence of well-developed ideas that lead to an imaginative or interesting conclusion*
- **BrainPOP Book Report**
- **BrainPOP Five-Paragraph Essay**

⊕ 3 more resources

- **BrainPOP ESL Reported Speech Statements**

## British Columbia

Grade 7

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

#### ⊖ Writing and Representing

- ▶ **C5** select and use various strategies before writing and representing, including
  - ▶ *setting a purpose*
- **BrainPOP Prewriting: Choosing a Topic**
- **BrainPOP Types of Writing**
- **BrainPOP Writing Process**
- **BrainPOP Book Report**

⊕ 5 more resources

## British Columbia

Grade 7

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

#### ⊖ Writing and Representing

- ▶ **C5** select and use various strategies before writing and representing, including
  - ▶ *identifying an audience, genre, and form*
- **BrainPOP Types of Writing**
- **BrainPOP Outlines**
- **BrainPOP Prewriting: Organizing Your Thoughts**
- **BrainPOP Writing Process**

⊕ 5 more resources

**British Columbia**

Grade 7

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

⊖ Writing and Representing

- ▶ **C5** select and use various strategies before writing and representing, including
  - ▶ *analysing examples of successful writing and representing in different forms and genres to identify key criteria*
  - **BrainPOP Five-Paragraph Essay**
  - **BrainPOP Outlines**
  - **BrainPOP Prewriting: Organizing Your Thoughts**
  - **BrainPOP Business Letter**

**British Columbia**

Grade 7

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

⊖ Writing and Representing

- ▶ **C5** select and use various strategies before writing and representing, including
  - ▶ *generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research*
  - **BrainPOP Prewriting: Organizing Your Thoughts**
  - **BrainPOP Outlines**

⊕ 7 more resources

- **BrainPOP ESL First Conditional and Time Clauses**
- **BrainPOP ESL Review: Conditionals**

⊕ 2 more resources

**British Columbia**

Grade 7

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

⊖ Writing and Representing

- ▶ **C6** select and use various 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 7

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

⊖ Writing and Representing

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

**British Columbia**

Grade 7

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

⊖ Writing and Representing

- ▶ **C6** select and use various strategies during writing and representing to express and refine thoughts, including
  - ▶ *accessing multiple sources of information*
  - **BrainPOP Five-Paragraph Essay**
  - **BrainPOP Internet Search**
  - **BrainPOP Research**
  - **BrainPOP Writing Process**

**British Columbia**

Grade 7

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

- ⊖ Writing and Representing
  - ▶ **C6** select and use various strategies during writing and representing to express and refine thoughts, including
    - ▶ *consulting reference materials*
    - **BrainPOP Writing Process**
    - **BrainPOP Research**
    - **BrainPOP Five-Paragraph Essay**
    - **BrainPOP Internet Search**

**British Columbia**

Grade 7

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

- ⊖ Writing and Representing
  - ▶ **C6** select and use various strategies during writing and representing to express and refine thoughts, including
    - ▶ *considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency*
    - **BrainPOP Writing Process**
    - **BrainPOP Book Report**
    - **BrainPOP Five-Paragraph Essay**
    - **BrainPOP Strengthening Sentences**
- ⊕ 2 more resources

**British Columbia**

Grade 7

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

- ⊖ Writing and Representing
  - ▶ **C6** select and use various strategies during writing and representing to express and refine thoughts, including
    - ▶ *ongoing revising and editing*
    - **BrainPOP Writing Process**
    - **BrainPOP Book Report**
    - **BrainPOP Five-Paragraph Essay**
    - **BrainPOP Strengthening Sentences**
- ⊕ 5 more resources

**British Columbia**

Grade 7

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

- ⊖ Writing and Representing
  - ▶ **C7** select and use various strategies after writing and representing to improve their work, including
    - ▶ *checking their work against established criteria*
    - **BrainPOP Writing Process**
    - **BrainPOP Five-Paragraph Essay**
    - **BrainPOP Hyphens and Dashes**
    - **BrainPOP Writing In Sequence**

**British Columbia**

Grade 7

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

- ⊖ Writing and Representing
  - ▶ **C7** select and use various strategies after writing and representing to improve their work, including
    - ▶ *reading aloud and listening for fluency*
    - **BrainPOP Five-Paragraph Essay**

- [BrainPOP Strengthening Sentences](#)

## British Columbia

Grade 7

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

#### Writing and Representing

- ▶ **C7** select and use various 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 Writing Process](#)
- [BrainPOP Five-Paragraph Essay](#)
- [BrainPOP Strengthening Sentences](#)
- [BrainPOP Book Report](#)

+ 10 more resources

## British Columbia

Grade 7

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

#### Writing and Representing

- ▶ **C7** select and use various strategies after writing and representing to improve their work, including
  - ▶ *editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)*

- [BrainPOP Hyphens and Dashes](#)
- [BrainPOP Writing Process](#)

+ 13 more resources

- [GameUp Quill](#)

## British Columbia

Grade 7

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

#### Writing and Representing

- ▶ **C8** use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts

- [BrainPOP Imagination](#)
- [BrainPOP Types of Writing](#)

+ 3 more resources

- [BrainPOP ESL Past Perfect](#)
- [BrainPOP ESL Past Simple/Present Perfect](#)

+ 3 more resources

## British Columbia

Grade 7

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

#### Writing and Representing

- ▶ **C9** use writing and representing to extend thinking, by
  - ▶ *developing explanations*

- [BrainPOP Business Letter](#)
- [BrainPOP Five-Paragraph Essay](#)
- [BrainPOP Types of Writing](#)

## British Columbia

Grade 7

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

#### Writing and Representing

- ▶ **C9** use writing and representing to extend thinking, by
  - ▶ *exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)*

- [BrainPOP Prewriting: Choosing a Topic](#)

- [BrainPOP Writing Process](#)

+ 3 more resources

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

- [BrainPOP ESL Review: Conditionals](#)

+ 2 more resources

## British Columbia

Grade 7

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

Writing and Representing

▶ **C10** reflect on and assess their writing and representing, by

▶ *relating their work to criteria*

- [BrainPOP Writing Process](#)

## British Columbia

Grade 7

### 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

▶ *complete simple, compound, and complex sentences*

- [BrainPOP Strengthening Sentences](#)

- [BrainPOP Diagramming Sentences](#)

- [BrainPOP Clauses](#)

- [BrainPOP Subject and Predicate](#)

+ 8 more resources

## British Columbia

Grade 7

### 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

▶ *subordinate and independent clauses*

- [BrainPOP Clauses](#)

- [BrainPOP Colons](#)

- [BrainPOP Run-On Sentences](#)

- [BrainPOP Sentence Fragments](#)

+ 8 more resources

## British Columbia

Grade 7

### 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

▶ *correct subject-verb and pronoun agreement in sentences with compound subjects*

- [BrainPOP Subject and Predicate](#)

- [BrainPOP Diagramming Sentences](#)

- [BrainPOP Subject-Verb Agreement](#)

- [BrainPOP Run-On Sentences](#)

- [BrainPOP Verbs and their Objects](#)

## British Columbia

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

Grade 7

Writing and Representing

- ▶ **C11** use the features and conventions of language to express meaning in their writing and representing, including
  - ▶ *correct and effective use of punctuation*
  - **BrainPOP Colons**
  - **BrainPOP Hyphens and Dashes**
  - **BrainPOP Punctuation**
  - **BrainPOP Semicolons**

+ 10 more resources

**British Columbia**

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

Grade 7

Writing and Representing

- ▶ **C11** use the features and conventions of language to express meaning in their writing and representing, including
  - ▶ *conventional Canadian spelling for familiar and frequently used words*
  - **BrainPOP They're, Their, and There**
  - **BrainPOP Antonyms, Synonyms, and Homonyms**
  
  - **GameUp Quill**

**British Columbia**

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

Grade 7

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, thesaurus)*
  - **BrainPOP Dictionary and Thesaurus**
  - **BrainPOP They're, Their, and There**
  - **BrainPOP Antonyms, Synonyms, and Homonyms**

**British Columbia**

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

Grade 7

Writing and Representing

- ▶ **C11** use the features and conventions of language to express meaning in their writing and representing, including
  - ▶ *information taken from secondary sources with source citation*
  - **BrainPOP Citing Sources**
  - **BrainPOP Plagiarism**
  - **BrainPOP Internet Search**
  - **BrainPOP Research**