

Synthesizing Language	Essential Outcome statements	What it might look like in the classroom
Gathering Ideas and Information	<p>Records personal knowledge of a topic and asks relevant questions for clarification, exploration, and investigation</p> <p>Experiments with a variety of forms to connect purpose and audience</p> <p>Selects relevant information to answer questions</p> <p>Paraphrases key ideas and information</p> <p>Begins to determine relevance of information and sources</p>	<p>Can record what is known about a topic using a KWL chart or other graphic organizer. Asks questions such as "I wonder how... why... what... who... where... when...?" or "Does that mean...?" or "Is that the same as...?"</p> <p>Understands that certain text forms are intended for certain kinds of information (telling stories = picture books, chapter books, videos, storytelling...; sharing information = fact books, posters, notices, newsletters, how-to books...; asking for things = letters, posters ...). Determines purpose for communication and matches it to a form ("We should make a poster to see if anyone has found your lost Barbie" or "Let's write a letter to Ms. Smith to ask if we can have a talent show").</p> <p>Can identify the ideas or information in a text that will answer an "I wonder..." question developed from the personal knowledge recording ("I wondered how many babies polar bears had. Here it says they have two at a time." or "I wondered who was the top scorer in the NHL. Here it says it's Wayne Gretzky." Or "I wondered how big a Herc was. Look at this picture – it's bigger than 20 ski-doos!")</p> <p>Can retell information in own words (not directly repeating what is in the text). Begins to use "jot notes" or other ways of recording key ideas</p> <p>Can tell if information answers any of the questions generated, or if it adds to information already known. Begins to understand that some sources of information are more likely to be accurate than others ("I saw dolphins on TV last night on The Magic School Bus. I think the information from that will be true. Not like from Sponge Bob.")</p>
Processing	<p>Makes connections between prior knowledge and new information and to questions asked</p> <p>Uses prior knowledge and textual cues to make and check</p>	<p>Makes connections to personal experiences and other texts ("This nurse shark looks like the catfish pictures we saw. The whiskers are the same."). Recognizes when the information from a text answers or adds to a question asked earlier ("It says here that dolphins lives in warm ocean water. Does that mean they don't live here in the North?").</p> <p>Uses what is known about the text format/genre to confirm</p>

<p>Organization</p>	<p>predictions; begins to identify main ideas in information</p>	<p>meaning (“Fairy tales always start ‘Once upon a time...’; “This picture is shows owls hunting. I’ll bet this word underneath that starts with ‘h’ says ‘hunting’”). Can retell main idea (“This part is about where owls live. They build nests in trees and power poles”; “I think Cinderella got to marry the prince because she was so much nicer than her sisters”)</p>
	<p>Uses graphic organizers with guidance and sequences information and ideas</p>	<p>Can create story maps with key pictures and events from a story. Can record important ideas on a web or other planning structure</p>
	<p>Begins to use questions and conversation to explore and extend understanding</p>	<p>Looks at prior knowledge and determines questions that might be answered in new learning (KWL chart); asks questions when reading to deepen understanding during reading (“I wonder why the ladybug keeps saying the animals are too small to fight?” “I wonder if the wolf cubs in this picture are fighting or playing?”)</p>
	<p>Sequences ideas and information</p>	<p>Puts together summaries or retellings of familiar stories. Can list events in chronological order (first, next, last).</p>
	<p>Experiments with a variety of forms to connect purpose and audience</p>	<p>Can talk about the best way to communicate an idea (“If we want to have our own day to play on the swings, we should write a letter to the principal.” “Should we write invitations to our Play or put up posters?”)</p>
	<p>Begins to represent the same information in a variety of forms and genres</p>	<p>Can use the same idea or experience in different kinds of writing (“small moment” story, memoir, poem; model, diagram, diorama)</p>
	<p>Identifies personal behaviours that contribute to group success</p>	<p>Can identify what worked and didn’t work in group tasks (“I wanted to make the jacket green and Becky wanted blue so we used both” “I should have let Peter do some of the colouring in the picture, too.” “It works better when we take turns. I could make sure next time that I make sure everyone gets a turn to talk.”)</p>
<p>Participation and Classroom</p>	<p>Contributes to a variety of groups tasks</p>	<p>Understands that there are different tasks to be performed within a group (reader, recorder, reporter, collector, etc.) and performs those tasks. Works with others on a variety of tasks (writing, reading, math problem solving, science, experiments, research projects, etc.)</p>
	<p>Speaks and listens respectfully to group members</p>	<p>Takes turns, disagrees politely, offers constructive suggestions, pays attention when others are speaking, offers “proof” to support</p>

Community	<p>Begins to ask for and offers help based on strengths and challenges</p> <p>Asks for and responds to feedback about work</p>	<p>ideas and opinions.</p> <p>Notifies when others need assistance with tasks and offers help (rather than pushing in and doing it for the person); recognizes when a need for someone else matches a skill s/he has. Understands own strengths and challenges and asks for and offers help accordingly</p> <p>Participates in author's share, peer editing, peer conferencing, discussion, and teacher conferencing; uses suggestions from these to enhance and improve work. Students in grade 2 are not expected to peer edit and peer conference independently, but can begin the process with instruction, modeling, and guided practice.</p>
	<p>Reflects on learning experiences, with support</p> <p>Asks for, and responds to, feedback about work</p>	<p>Talks about what was easy and what was difficult in particular activities; can explain what was learned (either skills or content)</p> <p>Participates in author's chair and conferences to get feedback; may use suggestions from peers to enhance work</p>



Expressing Language	Essential Outcome Statements	What it might look like in the classroom
Content and Ideas	Draws, writes, and represents self, family, and community	Most ideas come from own experiences. May start to incorporate elements from familiar stories or TV shows and movies (such as Star Wars, Pokemon, or Harry Potter) in narrative work.
Forms and Organization	Begins to generate ideas for a topic through exploration of experiences and ideas	Can record “writing territories” in writer’s notebook, and gets ideas from talking with others about their ideas. Is also starting to recognize ideas for writing that come up throughout the day.
Forms and Organization	Creates original text; see list of possible text forms for specific examples	Writes, draws, and represents in both fiction and non-fiction genres
Forms and Organization	Experiments with a variety of forms of expression to connect audience and purpose	Considers different ways to express ideas and information to share with others (“I want to show what we learned when we went to the water treatment plant – we took pictures so I could either make a poster or a little book with captions.” ; “I used KidPix to write my story but it looks better as a slide show on the computer than when I print it.”)
Words and Language	Writes stories with beginning, middle, and end	Has identifiable introduction that gives information about characters and setting, an identified problem and one or two events, and a viable conclusion. (See writing samples for examples).
Words and Language	Extends vocabulary (speaking, reading, writing)	Uses vocabulary from other text, from content area study, and from group discussions; vocabulary development is best done in context of literature or thematic studies, rather than a separate study.
Words and Language	Identifies words that create sounds, images, or rhythm, and talks about how the author expresses his voice through word choice	Plays with rhyming words, repetition, and precise words for description. Recognizes how authors like Robert Munsch and Dr. Seuss choose particular words to create mental images for the reader. Recognizes particular phrasing or description as being specific to a particular author (Mary Pope Osborne – “The everything went still. Absolutely still.” or Robert Munsch’s characters’ screams or Dr Seuss’ rhyme schemes and rhythm patterns). Talks about selecting certain words because of sound, image, or rhythm (“I chose ‘slurp, slurp’ to describe how my dog drinks because that’s how she sounds!”; “I put ‘by myself’ after each line in my poem because I think it makes it sound spooky”)
Revision	Begins to determine the relevance of ideas and information in	Is able to delete things from writing/drawing/representations when

	Uses periods and questions marks; edits sentences for punctuation and capitalization	Writing shows understanding of end punctuation (periods, questions marks) and it is generally used correctly. Student capitalizes beginning of sentence, names, and the pronoun "I". When asked to reread a piece and check for punctuation and capitalization, student can identify and correct errors (some support may be needed to identify complete sentences).
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