

General Outcome 3



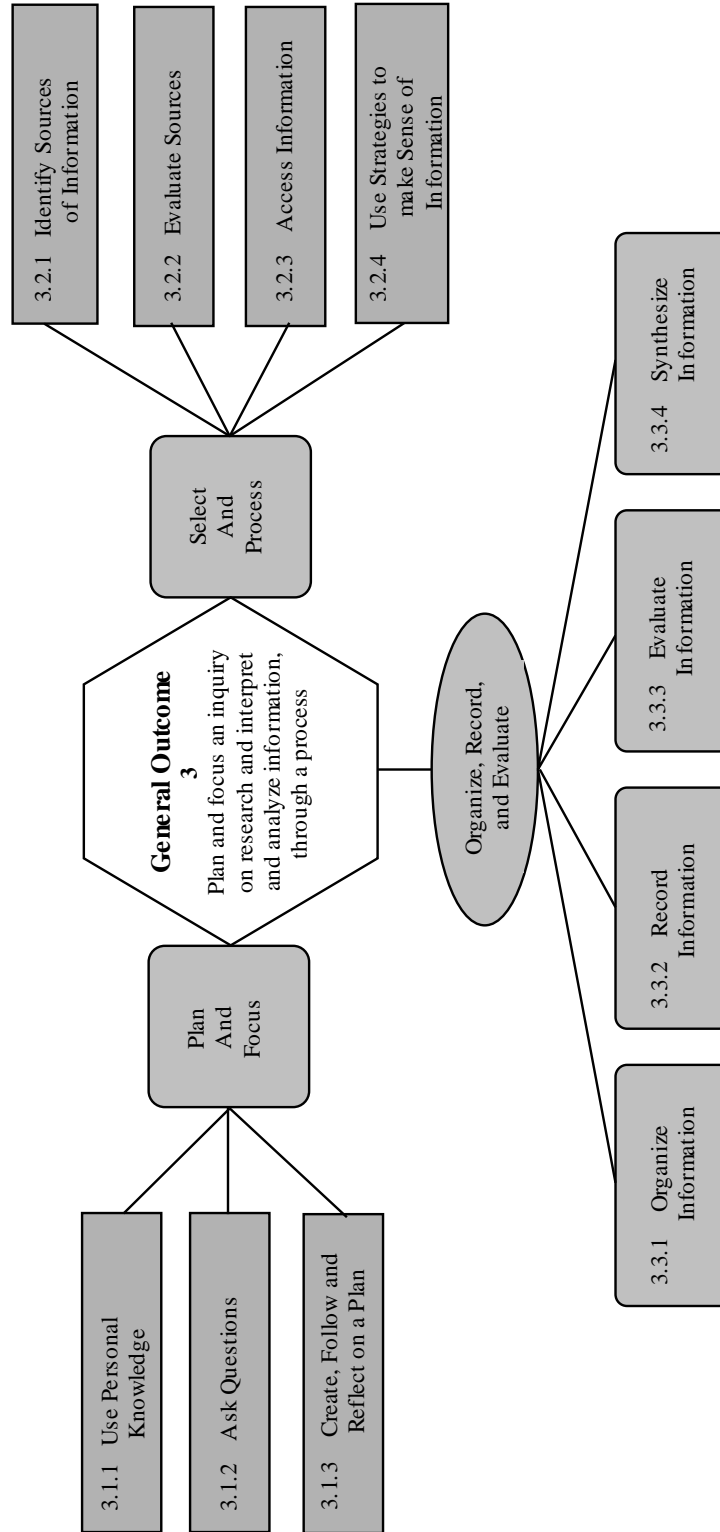
Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning.

inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.1.1

Discuss personal knowledge of a topic to discover information needs in own and group inquiry

General Example(s)

•Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, brainstorming sessions, sharing circles, Think-Pair-Share (TPS), discussion webs, Know-Want to Know-What I Learned (KWL) charts, picture and word splashes daily news charts, science discovery tables, charts, ...

Specific Outcome Links

•See Organize Information (3.3.1) for list of graphic organizers

2 Specific Outcome 3.1.1

Record personal knowledge of a topic to identify information needs in own and group inquiry

General Example(s)

•Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, journals, learning logs, sharing circles, Think-Pair-Share (TPS), discussion webs, Know-Want to Know-What I Learned (KWL) chart, picture and word splashes, daily news charts, science discovery tables, charts, ...

Specific Outcome Links

•See Organize Information (3.3.1) for list of graphic organizers

Use Personal Knowledge

3 Specific Outcome 3.1.1

Use self-questioning to determine personal knowledge of a topic and identify information needs in own and group inquiry

General Example(s)

- Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, journals, learning logs, sharing circles, Think-Pair-Share (TPS), discussion webs, Know-Want to Know-What I Learned (KWL) chart, picture and word splash, current event charts, science discovery tables, charts, inquiry notebooks, ...

Specific Outcome Links

- See Organize Information (3.3.1) for list of graphic organizers

4 Specific Outcome 3.1.1

Categorize personal knowledge of a topic to determine information needs in own and group inquiry

General Example(s)

- Conversations, guided discussions, discussion webs, reflections, journals, sharing circles, Think-Pair-Share (TPS), organizational frames, Know-Want to Know-What I Learned (KWL) charts, charts, current event charts, science observations, data interpretations, graphs, inquiry notebooks, outlines, ...

Specific Outcome Links

- See Organize Information (3.3.1) for list of graphic organizers

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.1.1

Discuss personal knowledge of a topic to discover information needs in own and group inquiry

Grade 2 Specific Outcome 3.1.1

Record personal knowledge of a topic to identify information needs in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

- 3.1.1 a. *Discusses personal knowledge and experiences of topic being discussed through oral, print and media texts*
May say, "This is a story book about bears and this book is bear facts, not stories."
- 3.1.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 3.1.1 c. *Begins to identify missing information in personal knowledge*
May say, "I don't know anything about what moose eat. I need a partner to talk or research that with me."
- 3.1.1 d. *Begins to categorize personal knowledge of a topic*
graphic organizers (Organize Information 3.3.1), organizational frames, clustering, ...
- 3.1.1 e. *Begins to identify inaccuracies in personal knowledge*
May say, "I thought that moose ate the same as caribou, but my partner doesn't think so. We need to talk to a hunter."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

- 3.1.1 a. *Records personal knowledge of topic being discussed through oral, print, and other media texts*
- 3.1.1 b. *Identifies missing information in personal knowledge*
May say, "On my KWL chart, I wrote that I need to find out about the moose's habitat. That means I need to use some information books instead of stories."
- 3.1.1 c. *Identifies inaccuracies in personal knowledge*
May say, "On my KWL chart I wrote that moose are smaller than caribou, but after seeing that video I have to change my information."
- 3.1.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 3.1.1 e. *Begins to organize personal knowledge of a topic explored in oral, print, and other media texts*
graphic organizers (Organize Information 3.3.1), stories, narrative texts, expository texts, science experiments, graphs, surveys, ...

Use Personal Knowledge

Grade 3 Specific Outcome 3.1.1

Use self-questioning to determine personal knowledge of a topic and identify information needs in own and group inquiry

Grade 4 Specific Outcome 3.1.1

Categorize personal knowledge of a topic to determine information needs in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 3.1.1 a. *Provides fact and opinions, main ideas, details, and descriptions of personal knowledge of a topic*
May say, "A polar bear hibernates. A polar bear's cubs are born in their snow den. A brown bear can't hibernate in a snow den; maybe it goes into a cave."
- 3.1.1 b. *Organizes personal knowledge of a topic being discussed through oral, print, and other media texts*
graphic organizers Organize Information (3.3.1), stories, narrative texts, expository texts, science experiments, graphs, surveys, ...
- 3.1.1 c. *Uses self-questioning to focus information needs*
May say, "I need to find out more about..." "I wonder why/how ..."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

- 3.1.1 a. *Continues to use self-questioning to focus information needs*
learning log, inquiry notebook, science observations, data interpretations, ...

May say, "What do my science experiment results show?" "I wonder why/how..." "Maybe I have to do the experiment again, because I didn't get the same results both times."
- 3.1.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 3.1.1 c. *Begins to identify gaps in personal knowledge of a topic*
graphic organizers (Organize Information 3.3.1), clustering, Know-Want to Know-Learned (KWL), ...

May say, "I didn't use enough informational resources; the information I got was from interviews and stories that I read."

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.1.2

Ask questions to satisfy personal curiosity on a topic and discuss information needs in own and group inquiry

General Example(s)

•Conversations, brainstorming, prompted questions, think-alouds, peer and teacher conferences, classroom question box, I Wonder chart, Who- What- Where- When- Why- How (5W's + H), journals, ...

2 Specific Outcome 3.1.2

Ask questions to understand a topic and identify information needs in own and group inquiry

General Example(s)

•Conversations, brainstorming, prompted questions, think-alouds, peer and teacher conferences, classroom question box, I wonder chart, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, reflection logs, 20 Questions game, I Wonder..., I Learned..., T-charts, Know-Want to Know-What I Learned (KWL), graphic organizers , ...

Ask Questions

3 Specific Outcome 3.1.2

Ask topic-appropriate questions to identify information needs in own and group inquiry

General Example(s)

- Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, I wonder chart, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, 20 Questions game, I Wonder..., I Learned..., T-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, ...

4 Specific Outcome 3.1.2

Ask general and specific questions on topics using predetermined categories in own and group inquiry

General Example(s)

- Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, Exit slips, I wonder charts, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, 20 Questions game, I Wonder..., I Learned..., T-charts, Y-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R)...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.1.2

Ask questions to satisfy personal curiosity on a topic and discuss information needs in own and group inquiry

Grade 2 Specific Outcome 3.1.2

Ask questions to understand a topic and identify information needs in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

- 3.1.2 a. *Asks questions to satisfy curiosity*

- 3.1.2 b. *Asks questions to satisfy information needs*

- 3.1.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

- 3.1.2 d. *Begins to ask questions for clarification*

- 3.1.2 e. *Begins to ask questions for extension*

- 3.1.2 f. *Begins to ask open ended questions*
How? Why?

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

- 3.1.2 a. *Asks questions for clarification*

- 3.1.2 b. *Asks open ended questions*
How? Why? Describe? Explain?

- 3.1.2 c. *Asks questions that lead to exploration and investigation*

Ask Questions

Grade 3 Specific Outcome 3.1.2

Ask topic-appropriate questions to identify information needs in own and group inquiry

Grade 4 Specific Outcome 3.1.2

Ask general and specific questions on topics using predetermined categories in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 3.1.2 a. *Refines questions for clarification*
- 3.1.2 b. *Refines questions that lead to exploration and investigation*
- 3.1.2 c. *Refines open-ended questions (general questions)*
- 3.1.2 d. *Refines questions to acquire specific information*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

- 3.1.2 a. *Develop a variety of broad inquiry-based questions*
think-alouds, peer and teacher conferences, I charts, Who- What- Where- When- Why- How (5W's + H), Y-Chart, ..
May say, "This question needs to be 'how does electricity travel?' instead of 'does electricity travel?'" "If I ask, how or why something happens, I get more information than if I ask does it happen."
- 3.1.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 3.1.2 c. *Begins to formulate questions for predetermined categories*
concept charts, brainstorming webs, outlines, graphic organizers, Know-Want to Know-Learned (KWL), ...
May say, "I found it difficult to think of a question for the category, because ..."

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.1.3

Listen actively and follow directions for gathering information for own and group inquiry

General Example(s)

•Questions, books (narrative text, expository texts), environmental print, experts, peers, TV, library, experiments, field trips, recipes, reflections, journals, Internet, CD Rom, ...

Specific Outcome Links

See Ask Questions (3.1.2)

2 Specific Outcome 3.1.3

Recall and follow directions for accessing and gathering information for own and group inquiry

General Example(s)

Questions, books(narrative text, expository texts), environmental print, experts, peers, TV, library, experiments, field trips, recipes, word problems, reflections, journals, Internet, CD Rom, ...

Specific Outcome Links

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)

Create , Follow, and Reflect on a Plan

3 Specific Outcome 3.1.3

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

General Example(s)

- Questions, books (narrative text, expository texts), environmental print, experts, others, TV, library, experiments, field trips, recipes, word problems, reflections, journals, exit slips, Internet, CD Rom, ...

Specific Outcome Links

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)

4 Specific Outcome 3.1.3

Select and use a plan for gathering information for own and group inquiry

General Example(s)

- Questions, books (narrative text, expository texts), environmental print, experts, others, TV, library, experiments, field trips, recipes, word problems, reflections, journals, exit slips, Internet, CD Rom, ...

Specific Outcome Links

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Grade 1 Specific Outcome 3.1.3</p> <p>Listen actively and follow directions for gathering information for own and group inquiry</p>	<p>Grade 2 Specific Outcome 3.1.3</p> <p>Recall and follow directions for accessing and gathering information for own and group inquiry</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>3.1.3 a. Identifies a purpose and audience</p> <p><i>May say, "I am making a card for my Grandmother's birthday."</i></p> <p>3.1.3 b. Experiments with a variety of strategies to gather information and ideas, through guided practice</p> <p><i>Conversations, brainstorming, task charts, webs, picture graphs, key words and icons, primary sources, questioning, Know-Want to Know-Learned (KWL), Reading and Analyzing Nonfiction (RAN), scientific process, ...</i></p> <p><i>strategies: brainstorming, discussing, conferencing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, ...</i></p> <p>3.1.3 c. Experiments with a variety of ways to record information, through guided practice</p> <p><i>Diagrams, scribbles, letters, key words, lists, cut and paste illustrations, math equations, ...</i></p> <p><i>graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, ...</i></p> <p>3.1.3 d. Makes a plan for an inquiry, based on familiar form</p> <p>an inquiry: guided research to answer a question or need, and a representation</p> <p><i>Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...</i></p> <p><i>May say, "We want to know what a beaver's habitat is like inside; after we do our research, we will try to build a real dam by following our steps."</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 2 the student ...</p> <p>3.1.3 a. Identifies a purpose and audience</p> <p><i>May say, "We want to prepare a play for the Preschoolers class about safety."</i></p> <p>3.1.3 b. Uses a plan for an inquiry: guided research to answer a question or need, and a representation</p> <p><i>Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...</i></p> <p><i>May say, "We cannot follow the same plan as before, because this time we want to ask the Renewable Officers to help us; maybe they will have a model of a dam and we will not have to build one. But, if we have to show this to the class, we might have to build one so that the roof comes off and they can see inside."</i></p> <p>3.1.3 c. Follows a time line for completing specific steps within an inquiry project</p> <p><i>teacher directed, student directed, or group directed</i></p> <p><i>May say, "Today, we are supposed to find a book and a picture of a beaver dam, because tomorrow, we will start to collect our materials to build one. Let's try to figure out how long it will take us to build one."</i></p> <p>3.1.3 d. Experiments with a variety of forms of expression to connect purpose and audience</p> <p><i>stories, photo collections, pictures and videos of shared class experiences, string/hand games, invitations, surveys/interviews, centres, preparing a skit/song for an assembly, model story forms, illustrations, dancing, drumming, paintings, using puppets for retelling, role playing, journals, Readers' Theatre, poetry, Story Circles, ...</i></p> <p><i>identifying an audience, setting a purpose, linking a form of expression, ...</i></p> <p><i>See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</i></p> <p>3.1.3 e. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p>

Create , Follow, and Reflect on a Plan

Grade 3 Specific Outcome 3.1.3

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

Grade 4 Specific Outcome 3.1.3

Select and use a plan for gathering information for own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.1.3 a. Identifies a purpose and audience

May say, "I'm presenting at the Science Fair."

3.1.3 b. Chooses from a predetermined list of strategies to access and gather information

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), and Access Information (3.2.3)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending,

May say, "By Tuesday, identify sources, by Thursday, have information recorded in graphic organizer." "I will use two classes to search the Internet for information, then another class to look in the library, and then I'll take another day to review my notes and see what other information I need."

3.1.3 c. Chooses from a predetermined list of ways to record information

See Identify Sources of Information (3.2.1), and Record Information (3.3.2)

graphic organizers: journals, lists, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, inquiry notebooks, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, Two Column Notes, paragraphs, think alouds, bibliographies, information flip books, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

3.1.3 a. Identifies a purpose and audience

May say, "Our letter is for the Hamlet council."

3.1.3 b. Records information using the selected method

May say, "When we talk to the Regional Biologist, we will record her words and information in our log book, but in a T-chart beside our questions. Let's also prepare a graph, about the different kinds of bugs we have here, to fill with her."

3.1.3 c. Reflects on choice of strategies and method for accessing and recording information

3.1.3 d. Adapts a plan for an inquiry

Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...

May say, "The assignment says that we have to have a problem or question to test or research, a hypothesis, the procedures, a diagram, the observations, the results, and a conclusion. So, let's decide what we want to research."

3.1.3 e. Adapts a time line for completing specific steps in an inquiry project

teacher directed, student directed, or group directed

May say, "By Tuesday, identify sources, by Thursday, have information recorded in our KWL chart." "I will use two classes to search the Internet for information, then another class to look in the library, and then I'll take another day to review my notes and see what other information I need."

3.1.3 f. Uses appropriate forms of expression to connect purpose and audience

photo essays, pictures and videos of shared class experiences, string/hand games, invitations, surveys/interviews, centres, skits, songs, narrative stories, illustrations, dancing, drumming, paintings, murals, puppetry, role playing, journals, Readers' Theatre, poetry, ads, newspaper articles, comic strips, reports, maps, graphs, science experiments, letters, ...

identifying an audience, setting a purpose, linking a form of expression, ...

See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Grade 1 Specific Outcome 3.1.3</p> <p>Listen actively and follow directions for gathering information for own and group inquiry</p>	<p>Grade 2 Specific Outcome 3.1.3</p> <p>Recall and follow directions for accessing and gathering information for own and group inquiry</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 1 the student ...</p> <p>3.1.3 e. Talks about the connection between form of expression and purpose <i>experience chart stories, photo collections, pictures and videos of shared class experiences, string/hand games, letters to thank the Co-op, taking orders at the restaurant centre, making appointments at the hairdressing centre, preparing a skit/song for an assembly, pattern stories, illustrations, dancing, paintings, using puppets for retelling, role playing, journals, Readers' Theatre, Story Circles, ...</i></p> <p><i>identifying an audience, setting a purpose, linking a form of expression, ...</i></p> <p>3.1.3 f. Experiments with a variety of forms of expression to connect purpose and audience <i>stories, photo collections, pictures and videos of shared class experiences, string/hand games, invitations, centres, preparing a skit/song for an assembly, model story forms, illustrations, dancing, drumming, paintings, using puppets for retelling, role playing, journals, Readers' Theatre, poetry, Story Circles, ...</i></p> <p><i>identifying an audience, setting a purpose, linking a form of expression, ...</i></p> <p><i>See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</i></p> <p>3.1.3 g. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.1.3 h. Begins to follow a time line for completing specific steps within an inquiry project <i>teacher directed, student directed, or group directed</i></p> <p><i>May say, "Today, we are supposed to find a book and a picture of a beaver dam, because tomorrow, we will start to collect our materials to build one."</i></p>	<p>By the end of Grade 2 the student ...</p> <p>3.1.3 f. Begins to choose from a predetermined list of strategies for accessing and gathering information <i>See Identify Sources of Information (3.2.1)</i></p> <p><i>strategies: brainstorming, talking/discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, inquiring, observing, ...</i></p> <p>3.1.3 g. Begins to choose from a predetermined list of ways to record information <i>See Identify Sources of Information (3.2.1), and Record Information (3.3.2)</i></p> <p><i>Diagrams, math equations, ...</i></p> <p><i>graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, bar graphs, timelines, Venn diagrams, chains, cycles, ...</i></p> <p>3.1.3 h. Begins to record information using the selected method <i>See Identify Sources of Information (3.2.1), and Record Information (3.3.2)</i></p> <p><i>May say, "When we talk to the Regional Biologist, we will record her words and information in our log book, but in a T-chart beside our questions. Let's also prepare a graph, about the different kinds of bugs we have here, to fill with her."</i></p> <p>3.1.3 i. Begins to reflect on choice of strategies and method for accessing and recording information</p>

Create , Follow, and Reflect on a Plan

Grade 3 Specific Outcome 3.1.3

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

Grade 4 Specific Outcome 3.1.3

Select and use a plan for gathering information for own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

By the end of Grade 4 the student ...

3.1.3 d. Records information using the selected method

See *Identify Sources of Information (3.2.1)*, and *Record Information (3.3.2)*

May say, "When we talk to the Regional Biologist, we will record her words and information in our log book, but in a T-chart beside our questions. Let's also prepare a graph, about the different kinds of bugs we have here, to fill with her."

3.1.3 e. Uses appropriate forms of expression to connect purpose and audience

experience chart stories, photo collections, pictures and videos of shared class experiences, string/hand games, invitations, surveys/interviews, centres, preparing a skit/song for an assembly, narrative stories, illustrations, dancing, drumming, paintings, murals, using puppets for retelling, role playing, journals, Readers' Theatre, poetry, Story Circles, ads, newspaper articles, comic strips, reports, maps, graphs, science experiments, ...

identifying an audience, setting a purpose, linking a form of expression, ...

See *Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)*

3.1.3 f. Reflects on choice of strategies and method for accessing and recording information

3.1.3 g. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

3.1.3 h. Begins to adapt a plan for an inquiry: guided research to answer a question or need, and a representation

Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...

May say, "We cannot follow the same plan as we did for our last project, because this time we want to ask the Renewable Officers to come and help us; maybe they will have a model of a dam and we will not have to do the building of one. But, if we have to show this to the class, we might have to build one so that the roof comes off and they can see inside."

3.1.3 g. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

3.1.3 h. Begins to suggest strategies for accessing and gathering information and ideas

See *Evaluate Sources (3.2.2)*, *Identify Sources of Information (3.2.1)*, and *Access Information (3.2.3)*

Conversations, brainstorming, talking, task charts, webs, picture graphs, key words, phrases, and icons, primary sources, questioning and interviewing, observations, Know-Want to Know-Learned (KWL), Know-Want to Know-How I am going to learn it - Learned (KWHL), graphic organizers or frames, inquiry/ research response sheet,

May say, "We didn't find a single book about our topic, where else can we look?" "I think we will have problems with finding information for our community in books; so let's prepare questions to ask of towns people and let's do an Internet search." "If there is no information available, are we asking the right questions or the right people?"

3.1.3 i. Begins to select appropriate strategy for accessing and gathering information

May say, "I'm going to use an outline frame to organize my information." or "I think a herringbone frame would work for this project."

3.1.3 j. Begins to suggest ways to record information

Diagrams, lists, graphs, journals, logs, inquiry notebooks, charts, webs, T-charts, math equations, observation charts, graphic organizers, ...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.1.3

Listen actively and follow directions for gathering information for own and group inquiry

Grade 2 Specific Outcome 3.1.3

Recall and follow directions for accessing and gathering information for own and group inquiry

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 1 the student ...

3.1.3 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 2 the student ...

3.1.3 . *Information is on previous page(s)*

Create , Follow, and Reflect on a Plan

Grade 3 Specific Outcome 3.1.3

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

Grade 4 Specific Outcome 3.1.3

Select and use a plan for gathering information for own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.1.3 i. *Begins to adapt a time line for completing specific steps within an inquiry project*

teacher directed, student directed, or group directed

May say, "We were not able to do book our interview on Thursday; so we are going to use one of our research days next week to do the interview. When we are supposed to be interviewing, we will be doing Internet searches instead."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

3.1.3 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.2.1

Seek information about a topic from sources (including peers)

General Example(s)

- Conversations, brainstorm sessions, dramatizations, draw and discuss, sketch and share, show and tell presentations, sharing circles, Think-Pair-Share (TPS), reading circles, centres, ...

- People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

2 Specific Outcome 3.2.1

Select relevant information from a variety of sources to answer inquiry or research questions

General Example(s)

- People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

Identify Sources of Information

3 Specific Outcome 3.2.1

Use relevant information from a variety of sources to answer inquiry or research questions

General Example(s)

•People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, songs, folk tales, plays, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

4 Specific Outcome 3.2.1

Use relevant information from a variety of sources to answer inquiry or research questions

General Example(s)

•People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, songs, folk tales, plays / scripts, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.2.1

Seek information about a topic from sources (including peers)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

- 3.2.1 a. *Offers information and ideas on a topic*
- 3.2.1 b. *Seeks information, on a topic, from oral, print, and / or other media sources*
May say, "I am going to check the library." "I'll ask my Grandmother ..."
- 3.2.1 c. *Asks others for information*
People, peers, family, community members, elders, experts, teachers, librarians, authors, editors, ...
- 3.2.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 3.2.1 e. *Begins to answer questions by selecting relevant information from a variety of sources*
May say, "I found out that all spiders have eight legs. I counted all of the legs on all of the pictures I found, and my Mom and I read that on this web site we found, too."

Grade 2 Specific Outcome 3.2.1

Select relevant information from a variety of sources to answer inquiry or research questions

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

- 3.2.1 a. *Answers questions by selecting relevant information from a variety of sources*
May say, "We wanted to know if we have poisonous spiders in the NWT. We looked in some books, and then we called the biologist at ENR to ask for information about the animals and insects of the North. She told us"
- 3.2.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 3.2.1 c. *Begins to identify (collaboratively and / or independently) additional sources of information*
Conversations, brainstorm, Think-Pair-Share (TPS), illustrations, sketch and share, sharing circles, reading circles, sharing and comparing, dramatizations, reports, show and tell presentations, ...

Identify Sources of Information

Grade 3 Specific Outcome 3.2.1

Use relevant information from a variety of sources to answer inquiry or research questions

Grade 4 Specific Outcome 3.2.1

Use relevant information from a variety of sources to answer inquiry or research questions

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.2.1 a. Uses relevant information from a variety of sources to answer inquiry or research questions

May say, "I have found a book about mosquitoes and my partner has found a video. I wonder if we will find the information about their life cycles in one of those."

3.2.1 b. Identifies (collaboratively and / or independently) additional sources of information

Conversations, brainstorm, Think-Pair-Share (TPS), illustrations, draw and discuss, sharing circles, reading circles, sharing and comparing, dramatizations, reports, show and tell presentations, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

3.2.1 a. Uses relevant information from a variety of primary (experiential or firsthand account) sources to answer inquiry or research questions

Guest presenters (elders from the community, storytellers, and others), experts, field trips and excursions, first hand experiences, first hand accounts...

May say, "I have found a video that shows real mosquitoes throughout their life cycle, but we need to go to a swamp to see if we can find samples of mosquitoes at the different stages of life cycle."

3.2.1 b. Uses relevant information from a variety of secondary (text based and/or secondhand accounts) sources to answer inquiry or research questions

Newspapers, information text, CD ROMS, web sites, almanacs, encyclopedias, text books, atlases, ...

May say, "I have found a book about mosquitoes and my partner has found a poster. I wonder if we will find the information about their life cycles in one of those. Then we need to talk to the Renewable Officer/Biologist to find out ..."

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.2.2

Recognize when information answers the questions asked

General Example(s)

•Think-Pair-Share (TPS), conversations, t-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, Who- What- Where- When- Why- How (5W's + H), Know-Want to Know-What I Learned (KWL), picture-question-sort, interview, survey, gate keeper game, ...

2 Specific Outcome 3.2.2

Match information to inquiry or research needs

General Example(s)

•Think-Pair-Share (TPS), conversations, t-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, Who- What- Where- When- Why- How (5W's + H), Know-Want to Know-What I Learned (KWL), picture-question-sort, interview, survey, gate keeper game, authentic learning projects, checklists, conferencing, self-assessment, Trash-Treasure-Save, ...

Evaluate Sources

3 Specific Outcome 3.2.2

Review information to determine its usefulness to inquiry or research needs

General Example(s)

•Think-Pair-Share (TPS), conversations, T-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, Who- What- Where- When- Why- How (5W's + H), Know-Want to Know-What I Learned (KWL), picture-question-sort, interview, survey, gate keeper game, authentic learning projects, checklists, conferencing, self-assessment, Trash-Treasure-Save, ...

4 Specific Outcome 3.2.2

Assess the usefulness of information for inquiry or research needs using pre-established criteria

General Example(s)

learning logs, inquiry notebooks, reflection, self-questioning, rereading, "Five Finger" rule, assessing with Rubric, previewing, inquiry charts, the Big-6 (Who, What, Where, When, How, and Why), Trash-Treasure-Save, ...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Grade 1 Specific Outcome 3.2.2</p> <p>Recognize when information answers the questions asked</p>	<p>Grade 2 Specific Outcome 3.2.2</p> <p>Match information to inquiry or research needs</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 1 the student ...</p> <p>3.2.2 a. Talks about the connection between personal knowledge and new information</p> <p><i>May say, "My dog had pups and they are so cute. They are not like their mom. They don't feed from the bowl, they drink from her; they pee inside; and they wobble when they try to walk."</i></p> <p>3.2.2 b. <i>** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</i></p> <p>3.2.2 c. Begins to identify key words in a question</p> <p><i>May say, "We can use the five finger trick (Who-What-Where-When-Why + How?) to find out all the important information for our book."; "This question is about when puppies stop feeding from their mother not about how they learn to walk."</i></p> <p>3.2.2 d. Begins to connect information to questions asked</p> <p><i>May say, "This picture shows puppies feeding from their mothers."</i></p>	<p>By the end of Grade 2 the student ...</p> <p>3.2.2 a. Identifies key words in a question</p> <p><i>May say, "We can use the five finger trick (Who-What-Where-When-Why?) to find out all the important information for our book?"</i></p> <p><i>May say, "Now we are supposed to find out which animals are related to the dog family."</i></p> <p>3.2.2 b. Connects information to questions asked</p> <p><i>May say, "This diagram shows all the canine family."</i></p> <p>3.2.2 c. <i>** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</i></p> <p>3.2.2 d. Begins to set criteria collaboratively to evaluate sources / information</p> <p>3.2.2 e. Begins to evaluate the relevance of source / information</p> <p><i>See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)</i></p> <p><i>May say, "This book doesn't help us to find out which animals are in the dog family; we can use it when we talk about life cycles though."</i></p>

Evaluate Sources

Grade 3 Specific Outcome 3.2.2

Review information to determine its usefulness to inquiry or research needs

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.2.2 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.2 b. **Begins to set criteria (collaboratively or independently) to evaluate sources / information**

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction, viewpoint, primary (experiential) or secondary source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, ...

3.2.2 c. **Begins to evaluate the relevance of source / information using the pre-established criteria (teacher directed, student directed, or group directed)**

See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

May say, "This website shows the sequence of the plane taking off. We can use the pictures for our report, and then find some more information in that book to write good captions."

Grade 4 Specific Outcome 3.2.2

Assess the usefulness of information for inquiry or research needs using pre-established criteria

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

3.2.2 a. **Sets criteria (collaboratively or independently) to evaluate sources**

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction, viewpoint, primary (experiential) or secondary source (text based: narrative, expository, creative), information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, ...

3.2.2 b. **Evaluates the relevance of source / information using the pre-established criteria (teacher directed, student directed, or group directed)**

See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

May say, "We can use the information from this web site because it's fact, but the other one is just somebody's opinion." "This story is funny, but it's fiction, and not everything in it is true." "Here are all the books on dogs. Which ones tell us about dog teams?"

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.2.3

Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7)

2 Specific Outcome 3.2.3

Use the specific library organizational system, including visual and auditory cues, to locate information and ideas

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7)

Access Information

3 Specific Outcome 3.2.3

Use knowledge of visual and auditory cues and organizational devices [such as titles, pictures, headings, labels, diagrams, library files, dictionary guide words...] to locate and gather information and ideas

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (2.1.4)

4 Specific Outcome 3.2.3

Use a variety of tools [such as indices, maps, aliases, charts, glossaries, typographical features, card or electronic catalogues, dictionaries...] to access information and ideas; use visual and auditory cues to identify important information

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (2.1.4)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.2.3

Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

Grade 2 Specific Outcome 3.2.3

Use the specific library organizational system, including visual and auditory cues, to locate information and ideas

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

3.2.3 a. Uses visual cues to access information

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, picture books, illustrations, icons, colour coded words, font, letter size, objects, artifacts, charts, graphic organizers, ...

3.2.3 b. Uses auditory cues to access information

sounds, music, words, noises, pauses, volume, ...

3.2.3 c. Uses the computer to access information

****Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased**

***applicable where technology is available**

see Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, ...

3.2.3 d. Accesses information from sources

conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, pictionaries / dictionaries, maps, environmental print, picture books, CDs, video/DVD, television, listening centre, objects, artifacts...

3.2.3 e. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

3.2.3 f. Begins to use textual cues to access information

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

3.2.3 g. Begins to use the library's organizational system to locate information or materials

May say, "I want a story about snakes; so I will be over here." "I want the information about snakes; so I will be over there." "I want another book by Robert Munsch; so I will look on that shelf."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.2.3 a. Expands repertoire of visual cues to access information

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, illustrated directions, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, ...

3.2.3 b. Expands repertoire of auditory cues to access information

sounds, music, words, noises, pauses, volume, ...

3.2.3 c. Uses textual cues to access information

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

3.2.3 d. Uses the library's organizational system to locate information

Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps), magazines, posters, videos, audio tapes, CD Roms, ...

3.2.3 e. Uses the computer to access information

****Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased**

***applicable where technology is available**

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, ...

3.2.3 f. Accesses information from reference materials

conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, pictionaries / dictionaries, maps, environmental print, picture books, CDs, video/DVD, television, listening centre, objects, artifacts...

Access Information

Grade 3 Specific Outcome 3.2.3

Use knowledge of visual and auditory cues and organizational devices [such as titles, pictures, headings, labels, diagrams, library files, dictionary guide words...] to locate and gather information and ideas

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 3.2.3 a. *Expands repertoire of visual cues to access information*
body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, illustrated directions, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, diagrams, ...
- 3.2.3 b. *Expands repertoire of auditory cues to access information*
sounds, music, words, noises, pauses, volume, rhythm, ...
- 3.2.3 c. *Expands repertoire of textual cues to access information*
See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues
- 3.2.3 d. *Uses the library's organizational system to locate information*
Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, ; alphabetization of resources, ...
- 3.2.3 e. *Uses the computer to access information*

****Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased**

***applicable where technology is available**

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)
Internet sites, CD Roms, ...
- 3.2.3 f. *Accesses information from reference materials*
conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, pictionaries / dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, junior thesaurus, spell check functions, directories, objects, artifacts ...

Grade 4 Specific Outcome 3.2.3

Use a variety of tools [such as indices, maps, aliases, charts, glossaries, typographical features, card or electronic catalogues, dictionaries...] to access information and ideas; use visual and auditory cues to identify important information

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

- 3.2.3 a. *Expands repertoire of visual cues to guide the search for information*
body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, diagrams, pop-ups, insets, ...
- 3.2.3 b. *Expands repertoire of auditory cues to guide the search for information*
sounds, music, words, noises, pauses, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, ...
- 3.2.3 c. *Expands repertoire of textual cues to access information*
See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues
- 3.2.3 d. *Uses the library's organizational system to locate information*
Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, ; alphabetization of resources, card and electronic catalogues, ...
- 3.2.3 e. *Uses the computer to access information*

****Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased**

***applicable where technology is available**

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)
Internet sites, CD Roms, ...
- 3.2.3 f. *Accesses information from reference materials*
conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, print and electronic dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, junior thesaurus, thesauri, spell check functions, directories, multiple sources, search engines, artifacts, objects...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.2.4

Make and check predictions using prior knowledge and text features

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

2 Specific Outcome 3.2.4

Make connections between prior knowledge, ideas, information, and text features

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

Use Strategies to Make Sense of Information

3 Specific Outcome 3.2.4

Determine main ideas in information using prior knowledge, predictions, connections, and inferences

Specific Outcome Links

- See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

4 Specific Outcome 3.2.4

Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and context cues

General Example(s)

strategies: conversations, observations, conclusions, Group Mapping Activity (GMA), Pause and Predict, Before-During and After (BDA), Response Journal, Look-Think-Predict, Question-Answer Relationships (QAR), ...

Specific Outcome Links

- See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.2.4

Make and check predictions using prior knowledge and text features

Grade 2 Specific Outcome 3.2.4

Make connections between prior knowledge, ideas, information, and text features

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

- 3.2.4 a. *Asks questions to make sense of information (oral, print, and other media text)*

- 3.2.4 b. *Talks about the connections between prior knowledge/personal experiences and new information (oral, print, and other media text)*

May say, "That's like" "That's different from" "It sounds like" "It looks like ..." "That means if then ..."

- 3.2.4 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

- 3.2.4 d. *Begins to use prior knowledge to make predictions to understand information (oral, print, and other media text)*

Before-During-After (BDA), close activities, retelling/restating, Know-Want to Know-Learned (KWL), ...

May say, "If my Mom has a baby, she'll probably have another girl because we already have two." "When we play boys against the girls, us boys always win 'cause we have more muscles!"

- 3.2.4 e. *Begins to use textual cues to check predictions*

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

discuss, question, read, view, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

- 3.2.4 a. *Makes connections between prior knowledge and new information (oral, print, and other media text)*

May say, "Spring tide in the East is different in some ways than here. We have hotter temperatures in Fort Smith than in Holman, but other things are the same. The pictures we have of spring in Holman show duck hunting on the ocean; we have ducks on our river and lots of people hunt then too."

- 3.2.4 b. *Uses prior knowledge to make predictions to understand information (oral, print, and other media text)*

Before-During-After (BDA), cloze activities, retelling/restating, ...

May say, "We have more blue mitts on our graph than any other colour; so I predict that the next pair of mitts we pull out of the bag will be blue." "Tomorrow my bean should be 3 cm taller because for the last three days, it has grown a lot."

- 3.2.4 c. *Uses textual cues to check predictions*

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

discuss, question, read, view, ...

- 3.2.4 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

- 3.2.4 e. *Begins to identify main ideas in information (oral, print, and other media text)*

using: prior knowledge, ideas, information, inferences, predictions, connections, illustrations, graphs, pictures, charts, books, film, video, audio, storytelling, interviews, paintings, sculpting, dance, music, drama, ...

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, visualizing, describing, sequencing, questioning, webbing, clustering, inquiring, observing, predicting, ...

Use Strategies to Make Sense of Information

Grade 3 Specific Outcome 3.2.4

Determine main ideas in information using prior knowledge, predictions, connections, and inferences

Grade 4 Specific Outcome 3.2.4

Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and context cues

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

By the end of Grade 4 the student ...

3.2.4 a. *Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media text)*

3.2.4 a. *Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media text)*

Before-During-After (BDA), cloze activities, retelling/restating, Pause and Predict, ...

Before-During-After (BDA), cloze activities, retelling / restating, ...

May say, "My Grandmother makes a cough medicine by boiling birch bark; so I think that many plants must have ingredients in them that we can use to make medicine. I wonder if we can find out exactly how long we have to boil it for and with which other ingredients."

May say, "When we walk in the woods around here, we see that there are lots of birch. We estimate that at least 1/2 of the trees are birch. Now we have to create a graph to record on and then we can go and count the trees in our area. If we break down into teams, every team could take an area and we could check our estimation. Then we can predict what kind of trees and how many exist in other areas around town."

3.2.4 b. *Uses text and textual cues to confirm understanding of information (oral, print, and other media text)*

3.2.4 b. *Continues to use text and textual cues to confirm understanding of information (oral, print, and other media text)*

See Access Information (3.2.3) for visual and auditory cues

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

See Text Features (2.1.3) for complete list of narrative, expository, poetic, and textual cues

discuss, question, read, view ...

May say, "The table of contents lists the different kinds of trees found in the NWT. This book will help us label what we find in our area."

Main idea map, main idea chart, visualizing and verbalizing, Directed Reading-Thinking Activity, guided reading, sketching, story mapping, 5 Ws and H charts, active listening, rereading, and reading on, ...

3.2.4 c. *Identifies main ideas in information (oral, print, and other media text)*

3.2.4 c. *Identifies main and supporting ideas in information (oral, print, and other media text)*

May say, "This dance has to be about the return of the sun, because of the way that the dancer uses his arms to point upwards, his costume is bright and festive, and ..."

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, ...

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, ...

May say: "The website about birch trees tells exactly what kind of environment birch trees need. This might change our predictions because not all of the land around town is the same."

3.2.4 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

Main Idea Maps, Concept Webs, ...

May say: "This play is about celebrations which are supposed to be joyful things. Using the dance of the sun helps the characters give the feeling of joy to their audience. The music does that too."

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.2.4

Make and check predictions using prior knowledge and text features

Grade 2 Specific Outcome 3.2.4

Make connections between prior knowledge, ideas, information, and text features

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

3.2.4 . *Information is on previous page(s)*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.2.4 f. *Begins to use prior knowledge and text (oral, print, and other media text) to make inferences*

*May say, "The sky is very dark and cloudy, so it'll rain today."
"She has to be old, because she has lots of grey hair." "I think this story is sad because the title has the word 'poor' in it and the dog on the cover is a mess."*

Use Strategies to Make Sense of Information

Grade 3 Specific Outcome 3.2.4

Determine main ideas in information using prior knowledge, predictions, connections, and inferences

Grade 4 Specific Outcome 3.2.4

Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and context cues

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.2.4 e. Begins to identify supporting ideas in information (oral, print, and other media text)

Main idea map, main idea chart, Directed Reading-Thinking Activity, guided reading, sketching, story mapping, 5 Ws and H charts. Main Idea Maps, Concept Webs, ...

May say, "This dance has to be about the return of the sun, because of the way that the dancer uses his arms to point upwards, his costume is bright and festive, and ..."; "This poster is about the trees of the NWT. It is then divided into two sections: trees of the taiga and trees of the tundra."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

3.2.4 . Information is on previous page(s)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.3.1

Identify and categorize information according to similarities, differences, and sequences

General Example(s)

strategies: brainstorming, discussing, conferencing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

2 Specific Outcome 3.3.1

Categorize related information and ideas using a variety of strategies

General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, inquiring, observing, predicting, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

Organize Information

3 Specific Outcome 3.3.1

Organize and explain information and ideas using a variety of strategies

General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

4 Specific Outcome 3.3.1

Organize information and ideas in logical sequences using a variety of strategies

General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.3.1

Identify and categorize information according to similarities, differences, and sequences

Grade 2 Specific Outcome 3.3.1

Categorize related information and ideas using a variety of strategies

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

3.3.1 a. Sorts and categorizes information according to similarities and differences

conversations, pictographs, T-charts, labels, picture sorts, graphs, webs, ideas, journals, data collections, ...

May say, "In the both winter and summer, we go hunting or fishing, but we have to get there in a different way. And sometimes, we have to hunt different animals." "The ending is different in Munsch's book "The Paper Bag Princess" from the movie we just watched." "The wolf in the first story of the "The Three Little Pigs" is mean, but in this other story, he is a good guy." "This pile of books is a collection of stories and this pile is our information books."

3.3.1 b. Represents similarities and differences

conversations, pictographs, lists, graphs, same and different charts, T-charts, labels, illustrations, sculptures, dramatizations, sorting trays and mats, picture sorts, journals, ...

May say, "I drew the same raven as was in the book, but I didn't give it the same name in my story." "We made the Three Little Pigs' houses to be able to see which one was the strongest."

3.3.1 c. Uses graphic organizers with guidance

****Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones**

****Keep in mind audience and purpose when matching the graphic organizer to the task**

graphic organizers: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, ...

May say, "The strategy we used was webbing. Our group put everything we know about Goldilocks into bubbles around her name." "After you showed us how to use the Sense Cluster, I decided my poem will be about spring. I had to think and draw about what I can smell, taste, hear, see, and feel. Now I am going to write my poem."

****See Specific Outcome for list of possible strategies**

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.3.1 a. Sequences information and ideas

order of events, chains, cycles, beginning-middle-end, chronology, webs, story maps, timelines, maps, narrative writing, expository writing, ...

May say: "I put these pictures in order to show how I built my..."; "Here are the captions for the pictures to tell how the caterpillar turns into a butterfly."

3.3.1 b. Uses graphic organizers with guidance

****Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones**

graphic organizers: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, bar graphs, timelines, Venn diagrams, chains, cycles, ...

May say, "This bar graph shows that there is only one city, a few medium sized communities, and lots of small communities in the NWT." "The Nunavut bar graph is different from ours ..." "Our Grandmothers helped us with the timeline for our community. They told us that long ago ..." "Our teacher helped us with the Venn Diagram to compare the communities that are on the Arctic Coast and those along the Mackenzie."

****See Specific Outcome for list of possible strategies**

3.3.1 c. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

3.3.1 d. Begins to choose appropriate graphic organizer from a selection

****Keep in mind audience and purpose when matching the graphic organizer to the task**

May say, "From the list of graphic organizers we have practiced before, we think that our project needs a timeline to show how things have changed here in"

Organize Information

Grade 3 Specific Outcome 3.3.1

Organize and explain information and ideas using a variety of strategies

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.3.1 a. *Chooses appropriate graphic organizer from a selection*

****Keep in mind audience and purpose when matching the graphic organizer to the task**

May say: "Let's use the RAN to show what we think we know about this. Then we can either check it off as confirmed or fix it if we were wrong, and add our new learning."

3.3.1 b. *Explains the choice of graphic organizer*

May say, "We started by trying to work through a timeline, but went back to our list of graphic organizers and think that a flow chart might be better to show how one change affected lots of events"

3.3.1 c. *Sequences information and ideas*

order of events, chains, cycles, beginning-middle-end, chronology, webs, story maps, timelines, maps, narrative writing, expository writing, ...

May say, "I need a conference to get help with finding a better ending to my story because it just seems to go on forever." "Our group wrote a recipe for love." "Can we write the steps for giving a dog a bath instead of the steps for recipe?"

Grade 4 Specific Outcome 3.3.1

Organize information and ideas in logical sequences using a variety of strategies

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

3.3.1 a. *Chooses appropriate graphic organizer for the task (audience and purpose), from a selection, and explains the choice*

May say, "I need to show the differences in traditional clothing from long ago and now. I decided to use a T-chart because I can make some picture notes on it, too."

3.3.1 b. *Sequences information and ideas*

order of events, chains, cycles, beginning-middle-end, chronology, webs, story maps, timelines, maps (sequential map, sketch-a-sequence frame, cause-and-effect flow chart, hierarchical map), narrative writing, expository writing, ...

May say, "Our flow chart shows what our problem with water pollution is. In the front we have listed what causes the pollution. The next set of arrows leads to boxes with our action plan. And the last set of boxes shows the effects that our solutions had. So, on this chart, we have the causes of water pollution and the effects of our solutions."

3.3.1 c. *Uses graphic organizers with guidance*

****Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones**

graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, ...

May say, "We used sticky notes when we tried to figure out the order of events that led to the creation of our two new Territories. Now we will use that and our drawings in a sketch-a-sequence frame to show how things have changed because of what happened."

****See Specific Outcome for list of possible strategies**

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.3.1

Identify and categorize information according to similarities, differences, and sequences

Grade 2 Specific Outcome 3.3.1

Categorize related information and ideas using a variety of strategies

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

3.3.1 d. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

3.3.1 e. *Begins to sequence information*

conversation, story telling, dramatizing, journals, experiments, illustrations, cartoons, picture books, narrative writing, order of events, chains, cycles, webs, ...

May say, "I put these pictures in order to show how my plant grew." "These are the steps we want other kids to follow when they visit our center." "I drew some pictures, where I didn't know the words, to show my plan for the day."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

3.3.1 e. *Begins to explain the choice of graphic organizer*

***Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones*

May say: "We thought the timeline would make it easier to keep track of what happened when in our community."

3.3.1 f. *Begins to choose appropriate strategies from a selection*

May say, "From the list of strategies, we can use sequencing to show how our community was then and how it is now." "We clustered all the information about what foxes eat, where they live, what they look like, their young, and their homes, in these clouds."

***See Specific Outcome for list of possible strategies*

Organize Information

Grade 3 Specific Outcome 3.3.1

Organize and explain information and ideas using a variety of strategies

Grade 4 Specific Outcome 3.3.1

Organize information and ideas in logical sequences using a variety of strategies

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.3.1 d. Uses graphic organizers with guidance

****Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones**

graphic organizers: journals, lists, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, inquiry notebooks, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, Two Column Notes, paragraphs, think alouds, bibliographies, information flip books, ...

May say, "At the top of our pyramid, we put our topic, in the middle we wrote our main idea, and the bottom is full of details about our topic." "I guess copying the sentences from that research book was too much information on my Slim Jim; so I need to go back and choose only the key words." Process Notes: "I liked using the graph sheets to figure out the area of my room; and I think I can use that same graphing strategy to figure the area of our classroom, even if it isn't a perfect rectangle."

***See Specific Outcome for list of possible strategies*

3.3.1 e. Chooses appropriate strategies from a selection

May say, "Our job is to take notes using the same kind of Jot Chart as before, and then create a diorama showing a community in the Australian Outback that their group presented." "In my reflection journal, I wrote that I need to work more on my organizing skills. Next time, I need to make a plan and stick to it!"

***See Specific Outcome for list of possible strategies*

3.3.1 f. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

3.3.1 d. Chooses appropriate strategies from a selection

May say, "We have to write a conclusion for this experiment." "In our report, we should rank the important information first and then give the other information. Our conclusion should be a reminder of what we thought was most important."

***See Specific Outcome for list of possible strategies*

3.3.1 e. Explains information and ideas using the selected graphic organizer

May say, "Our research was to figure out what would be the best material to use along the river bank to slow down the effects of erosion. We have come to the conclusion that cement would be more expensive than sand bags, but a better use of our money because it erodes less and will therefore last longer."

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.3.1

Identify and categorize information according to similarities, differences, and sequences

Grade 2 Specific Outcome 3.3.1

Categorize related information and ideas using a variety of strategies

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 1 the student ...

3.3.1 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 2 the student ...

3.3.1 . *Information is on previous page(s)*

Organize Information

Grade 3 Specific Outcome 3.3.1

Organize and explain information and ideas using a variety of strategies

Grade 4 Specific Outcome 3.3.1

Organize information and ideas in logical sequences using a variety of strategies

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.3.1 g. *Begins to explain information and ideas using the selected graphic organizer*

May say, "This cycle shows the stages of a plant's life. You see right away that the seeds are at the beginning of the cycle and at the end." "These two graphic organizers, plot diagram or timeline, might help us to show the class what happened in the novel we read. Which would work best for us?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

3.3.1 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.3.2

Represent and tell key facts and ideas in own words

Specific Outcome Links

Organize Information (3.3.1)

2 Specific Outcome 3.3.2

Record key facts and ideas in own words; identify titles and authors of sources

Specific Outcome Links

Organize Information (3.3.1)

Record Information

3 Specific Outcome 3.3.2

Record facts and ideas using a variety of strategies; list authors and titles of sources

Specific Outcome Links

Organize Information (3.3.1)

4 Specific Outcome 3.3.2

Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically

Specific Outcome Links

Organize Information (3.3.1)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Grade 1 Specific Outcome 3.3.2

Represent and tell key facts and ideas in own words

Grade 2 Specific Outcome 3.3.2

Record key facts and ideas in own words; identify titles and authors of sources

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

- 3.3.2 a. *Records key information and ideas related to a topic, using a preselected method*
illustrations, lists, journal entries, sticky notes, highlighting, labels, graphic organizers, ...
See 3.3.1 for list of graphic organizers
- 3.3.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 3.3.2 c. *Begins to paraphrase key information and ideas related to a topic*
retelling, dramatizing, listing, explaining, illustrating, sculpting, painting, dancing, singing, writing, journaling, recomposing, ...
See 3.3.1 for list of graphic organizers
***When paraphrasing, graphic organizers may or may not be used*
- 3.3.2 d. *Begins to identify title of source related to a topic*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

- 3.3.2 a. *Paraphrases key information and ideas related to a topic*
retelling, dramatizing, listing, explaining, illustrating, sculpting, painting, dancing, singing, writing, journaling, recomposing, ...
See 3.3.1 for list of graphic organizers
***When paraphrasing, graphic organizers may or may not be used*
- 3.3.2 b. *Records information and ideas related to a topic using the preselected method*
May say, "We put our ideas on the class T-Chart."
See 3.3.1 for list of graphic organizers
- 3.3.2 c. *Identifies title and author of source related to a topic*

Record Information

Grade 3 Specific Outcome 3.3.2

Record facts and ideas using a variety of strategies; list authors and titles of sources

Grade 4 Specific Outcome 3.3.2

Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.3.2 a. Records information on a topic using the preselected method

May say, "When we talk to the Regional Biologist, we will record what she tells us in our log book, using T-chart with our questions on one side and her answers on the other. Let's also make a chart about the different kinds of bugs we have here."

See 3.3.1 for list of graphic organizers

3.3.2 b. Lists title and author of source related to a topic

3.3.2 c. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

3.3.2 d. Begins to record key information and ideas, related to a topic, in own words using note making strategies

note making strategies: webbing, mapping, coding, charting, paraphrasing, highlighting, ...

See 3.3.1 for list of graphic organizers

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

3.3.2 a. Uses note making strategies to record key information, in own words, by sub-topics

note making strategies: webbing, mapping, coding, charting, paraphrasing, outlining, highlighting, summarizing, ...

See 3.3.1 for list of graphic organizers

3.3.2 b. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

3.3.2 c. Begins to select and use the appropriate method to record information

See 3.3.1 for list of graphic organizers

May say, "Let's find out what different kinds of things people use to help them hear. Then we can do a survey and use a tally chart to see which of those things are used in our community."

3.3.2 d. Begins to cite references using authors names in alphabetical order and titles

authors, titles, ...

May say, "What do we put in alphabetical order in our bibliography: the author or the title?"

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.3.3

Recognize and use gathered information as a basis for communication

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

2 Specific Outcome 3.3.3

Examine gathered information to decide what information to share or omit

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

Evaluate Information

3 Specific Outcome 3.3.3

Determine whether collected information is sufficient or inadequate for established purpose

Specific Outcome Links

- See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

4 Specific Outcome 3.3.3

Examine collected information to identify categories or aspects of a topic that need more information

Specific Outcome Links

- See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Grade 1 Specific Outcome 3.3.3</p> <p>Recognize and use gathered information as a basis for communication</p>	<p>Grade 2 Specific Outcome 3.3.3</p> <p>Examine gathered information to decide what information to share or omit</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 1 the student ...</p> <p>3.3.3 a. Talks about new information in relation to a question <i>conversations, brainstorming sessions, think alouds, sharing circles, conferences, Think-Pair-Share (TPS), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), class books, response journals, learning logs, posters, ...</i></p> <p>3.3.3 b. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.3.3 c. Begins to accept or reject information and ideas <i>conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS) Prompted Questions, compare and contrast, interviews, questioning (Who- What-Where- When- Why- How (5W's + How), I wonder ..., Did you know? ..., Know-Want to Know-Learned (KWL+) , Reading and Analyzing Non-fiction (RAN) ...</i> <i>May say: "We have lots of pictures of animals for our collage, but not all of them are babies so we shouldn't use those ones."</i></p>	<p>By the end of Grade 2 the student ...</p> <p>3.3.3 a. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.3.3 b. Begins to determine relevance of information and ideas **Keep in mind audience and purpose when selecting information <i>conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, compare and contrast, interviews, questioning (Who- What-Where- When- Why- How (5W's + How), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned (KWL +), response journals, learning logs, posters,.....</i> <i>identifying question, deleting unimportant information, recording related ideas and examples, ...</i> <i>May say: "This is a great list of Play Station games, but it doesn't really fit with our topic of ..."</i></p>

Evaluate Information

Grade 3 Specific Outcome 3.3.3

Determine whether collected information is sufficient or inadequate for established purpose

Grade 4 Specific Outcome 3.3.3

Examine collected information to identify categories or aspects of a topic that need more information

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

3.3.3 a. *Determines relevance of information and ideas*

****Keep in mind audience and purpose when selecting information**

conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned (KWL +), response journals, learning logs, posters,.....

identifying question, deleting unimportant information, recording related ideas and examples, ...

May say: "We need information about other communities. This book is about our community, so we won't need that information."

3.3.3 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.3 c. *Begins to recognize when more information is needed*

conversations, brainstorming sessions, think alouds, sharing circles, conferences, Think-Pair-Share (TPS), compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned +What will I do Next? (KWL +), Know-Want to Know-Learned (KWL+), response journals, learning logs, posters, Trash-Treasure-and-Save, Peer Review, Inquiry or Research Checklist, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

3.3.3 a. *Recognizes when more information is needed to complete the task*

conversations, brainstorming sessions, think alouds, conferences, Think-Pair-Share (TPS), compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + H), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-Learned +What will I do Next? (KWL+), response journals, learning logs, Trash-Treasure-and-Save, Peer Review, Inquiry or Research Checklist, Inquiry Chart (I-Chart), ...

3.3.3 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.3 c. *Begins to determine relevance of information and ideas within subtopics*

****Keep in mind audience and purpose when selecting information**

conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned (KWL +), response journals, learning logs, posters, outlines, Pyramid, ...

identifying question, identify subtopics, deleting unimportant information, recording related ideas and examples, ...

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

1 Specific Outcome 3.3.4

Recall, talk about, and record information-gathering experiences

2 Specific Outcome 3.3.4

Ask questions to reflect on inquiry or research experiences

Synthesize Information

3 Specific Outcome 3.3.4

Assess experiences, skills and knowledge gained during the inquiry or research process

4 Specific Outcome 3.3.4

Review gathered information and questions and add to knowledge gained from inquiry or research process

General Outcome:

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

<p>Grade 1 Specific Outcome 3.3.4 Recall, talk about, and record information-gathering experiences</p>	<p>Grade 2 Specific Outcome 3.3.4 Ask questions to reflect on inquiry or research experiences</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 1 the student ...</p> <p>3.3.4 a. Talks about the successes and challenges related to the information-gathering experiences</p> <p><i>May say: "We found out a lot more about bears when we worked with our big buddies." "It is more fun to work together, but it sure is more noisy and it takes a lot more stuff." "I like getting my facts from pictures," "When I worked with a partner, it was easier." "I found it hard to find out what owls eat." "I found it really hard to listen to the Renewable Resources Officer talk about owls, but his posters and stuffed owl helped me ..."</i></p> <p>3.3.4 b. Talks about what was learned through new information</p> <p><i>May say: "I learned that spiders have eight legs from this picture." "We used the water center to figure out which things would float." "If we use the blocks we could see how bridges work."</i></p>	<p>By the end of Grade 2 the student ...</p> <p>3.3.4 a. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.3.4 b. Begins to ask and answer questions about personal strengths and challenges to reflect on the research or inquiry process</p> <p><i>May say: "What did I do that worked well?"; "Next time I want to do my research differently because I found it hard to answer the questions when I had only one book to look in?"; "Where else could I have looked?"; "Who else could have helped me?"; "Which part of the project shows my best work? and Why?"; "Maybe we need to check another book."</i></p> <p>3.3.4 c. Begins to ask and answer questions about what was learned in new information</p> <p><i>May say, "On my KWL chart, I wrote that I learned that ..., but I am still wondering ..."</i></p>

Synthesize Information

Grade 3 Specific Outcome 3.3.4

Assess experiences, skills and knowledge gained during the inquiry or research process

Grade 4 Specific Outcome 3.3.4

Review gathered information and questions and add to knowledge gained from inquiry or research process

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 3.3.4 a. *Asks and answers questions about personal strengths, challenges related to the research or inquiry process*

conversations, sharing circles, sentence frames, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, inquiry self checklist, project reflection activities, self-assessment activities, self evaluation tools, ...

May say: "I am getting better at..."; "I need more practice with..."; "My best work shows up in part of my project."; "What kind of researcher am I? I need to have pictures with the information or it is hard to understand."

- 3.3.4 b. *Asks and answers questions about what was learned in new information*

May say, "I learned, so now I want to know why it is like that."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

- 3.3.4 a. *Continues to ask and answer questions about personal strengths and challenges related to the research or inquiry process*

conversations, sharing circles, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, inquiry self checklist, project reflection activities, self-assessment activities, self evaluation tools, ...

May say, "We should have followed our plan because we did not meet our information needs after we went off and did our own thing. Next time, we need to ..."

- 3.3.4 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

- 3.3.4 c. *Begins to integrate new ideas and information into personal understanding*

May say, "'I still think that Franklin was a great explorer, but he did make some poor decisions."

- 3.3.4 d. *Begins to draw conclusions based on new understanding*

May say, "I think ..." or "Did you know" or "That must be why"