



### General Outcome 3



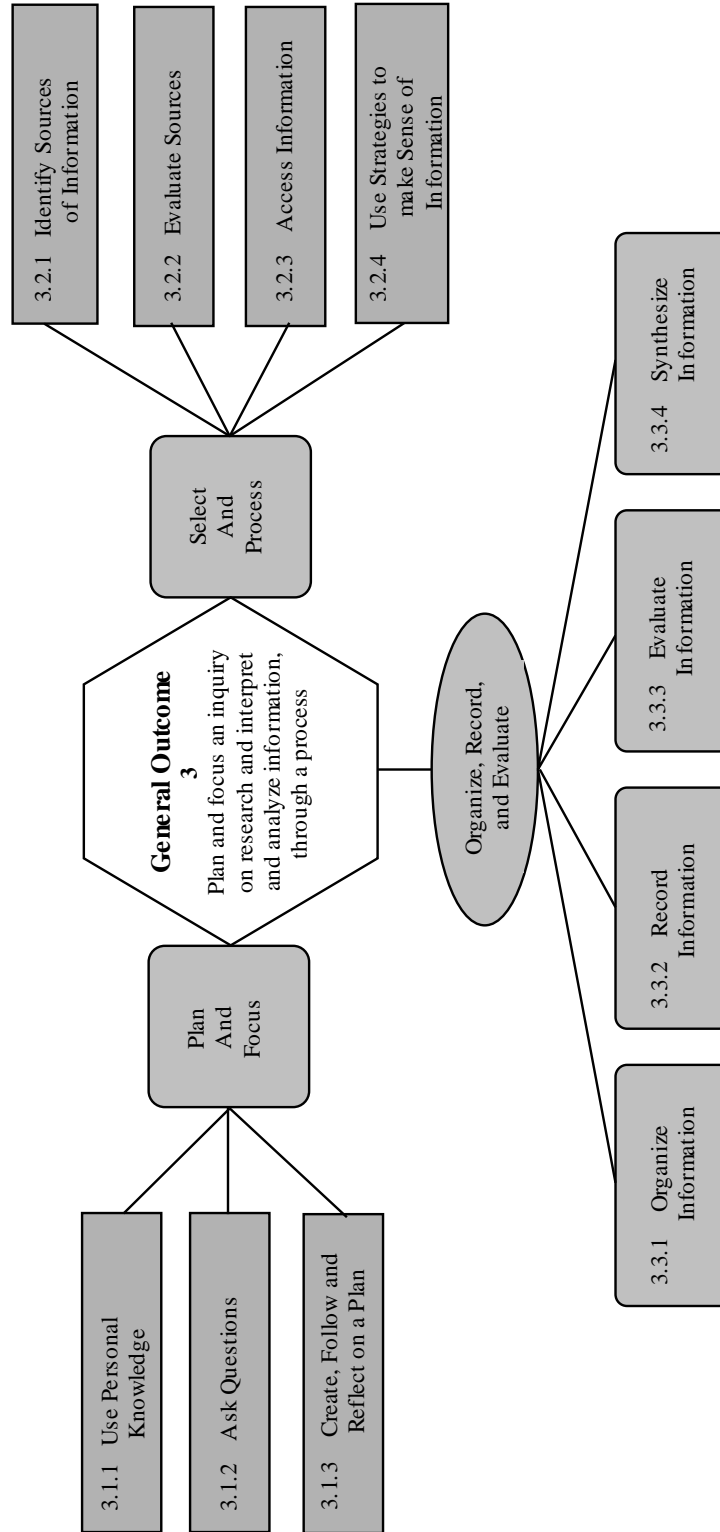
**Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.**

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.**

**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

**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

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**Use Personal Knowledge**

**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

**5 Specific Outcome 3.1.1**

**Summarize personal knowledge of a topic in categories 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, learning logs, outlines, mind maps, ...

**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 2 Specific Outcome 3.1.1**

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

**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

**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, ...*

**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 ..."*

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**Use Personal Knowledge**

**Grade 4 Specific Outcome 3.1.1**

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

**Grade 5 Specific Outcome 3.1.1**

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

**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."*

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

**By the end of Grade 5 the student ...**

**3.1.1 a. Categorizes personal knowledge of a topic**

*graphic organizers (Organize Information 3.3.1), organizational frames, ...*

**3.1.1 b. Identifies missing categories and information gaps in personal knowledge**

*graphic organizers (Organize Information 3.3.1), clustering, Know-Want to Know-Learned (KWL), mind maps, information frames, expository outlines, ...*

**3.1.1 c. Continues to use self-questioning to focus information needs**

*learning log, inquiry notebook, experiment results, ...*

*May say, "What more information can I add to my family tree?"; "What will help the people looking at my project understand my results better?"; "Does this diagram show the whole life cycle of the Monarch butterfly?"*

**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 summarize prior knowledge, personal information, and ideas of a topic, of inquiry or research, into categories**

*discussion, clustering, Know-Want to Know-Learned (KWL), graphic organizers (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.**

**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 , ...

**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, ...

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**Ask Questions**

**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)...

**5 Specific Outcome 3.1.2**

Formulate general and specific 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, 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), Know-Want to Know-How I will Learn It-What I Learned-How I Will Apply-What Questions am I left with? (KWHLAQ), question cube, fishbone diagrams ...

**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 2 Specific Outcome 3.1.2**

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

**Grade 3 Specific Outcome 3.1.2**

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

**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*

**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*

Ask Questions

**Grade 4 Specific Outcome 3.1.2**

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

**Grade 5 Specific Outcome 3.1.2**

Formulate general and specific questions to identify information needs in own and group inquiry

**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 ..."*

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

**By the end of Grade 5 the student ...**

**3.1.2 a. Formulates questions for predetermined categories**

*discussions, concept charts, brainstorming webs, outlines, graphic organizers, Know-Want to Know-Learned (KWL), 20 Questions game, Plus-Minus-Interesting (PMI), Venn Diagram, ...*

*May say, "I found it difficult to think of a question for the category, because ..."*

**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 use a variety of broad inquiry-based questions (open-ended, divergent) to direct an inquiry**

*discussions, think-alouds, peer and teacher conferences, I charts, Who- What- Where- When- Why- How- (5W + H chart), Y-Chart, ...*

*May say, "Now we need to know where the cranes spend the winter." "How do you think the Dene felt when Mackenzie arrived?"*

**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.**

**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)

**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)

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**Create , Follow, and Reflect on a Plan**

**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)

**5 Specific Outcome 3.1.3**

**Gather and record ideas and information using a plan 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><b>Grade 2 Specific Outcome 3.1.3</b></p> <p>Recall and follow directions for accessing and gathering information for own and group inquiry</p>	<p><b>Grade 3 Specific Outcome 3.1.3</b></p> <p>Recall and follow a sequential plan for accessing and gathering information for own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>
<p><b>By the end of Grade 2 the student ...</b></p> <p><b>3.1.3 a. Identifies a purpose and audience</b></p> <p><i>May say, "We want to prepare a play for the Preschoolers class about safety."</i></p> <p><b>3.1.3 b. Uses a plan for an inquiry: guided research to answer a question or need, and a representation</b></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><b>3.1.3 c. Follows a time line for completing specific steps within an inquiry project</b></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><b>3.1.3 d. Experiments with a variety of forms of expression to connect purpose and audience</b></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><b>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.</b></p>	<p><b>By the end of Grade 3 the student ...</b></p> <p><b>3.1.3 a. Identifies a purpose and audience</b></p> <p><i>May say, "I'm presenting at the Science Fair."</i></p> <p><b>3.1.3 b. Chooses from a predetermined list of strategies to access and gather information</b></p> <p><i>See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), and Access Information (3.2.3)</i></p> <p><i>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, ....</i></p> <p><i>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."</i></p> <p><b>3.1.3 c. Chooses from a predetermined list of ways to record information</b></p> <p><i>See Identify Sources of Information (3.2.1), and Record Information (3.3.2)</i></p> <p><i>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, ...</i></p>

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**Create , Follow, and Reflect on a Plan**

**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 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)*

**Grade 5 Specific Outcome 3.1.3**

Gather and record ideas and information using a plan for own and group inquiry

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

By the end of Grade 5 the student ...

**3.1.3 a. Identifies a purpose and audience**

*May say, "We are writing a petition to the Coop about their use of plastic bags. We will propose that they sell cloth bags."*

**3.1.3 b. Suggests strategies for accessing and gathering information and ideas**

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

*Conversations, brainstorming, talking, task charts, webs, 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), Who-What-Where-When-Why-How (5Ws + H), graphic organizers or frames, inquiry/ research response sheet, inquiry Process, Big Six, I-Search, KWL-Plus (KWL +), ...*

*May say, "We need current information about the moose population and we don't have a local biologist; so let's do an Internet search through Renewable Resources and e-mail their expert."*

**3.1.3 c. Selects 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 d. Suggests ways to record information**

*Diagrams, lists, graphs, journals, logs, inquiry notebooks, charts, webs, T-charts, math equations, observation charts, Venn diagrams, concept webs, outline, graphic organizers, ...*

*May say, "If we have to write a report on this, we could use either the outline or the concept web to keep our notes on. Then we will have the report already sorted out before we even begin to write it up. Which one would be the best?"*

**3.1.3 e. Records information using the selected method**

*Know-Want to Know-How I Will Learn-Learned (KWHL), graphic organizers or frames, inquiry/ research response sheet, outline, concept charts, observation charts, think-alouds, fact or opinion activities, learning logs, dialogue journals, sort and predict, gallery walk, notes, dialogue journals, brainstorm webs, graphic organizers, learning logs, charts, graphs, ...*

**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><b>Grade 2 Specific Outcome 3.1.3</b></p> <p>Recall and follow directions for accessing and gathering information for own and group inquiry</p>	<p><b>Grade 3 Specific Outcome 3.1.3</b></p> <p>Recall and follow a sequential plan for accessing and gathering information for own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>
<p><b>By the end of Grade 2 the student ...</b></p> <p><b>3.1.3 f. Begins to choose from a predetermined list of strategies for accessing and gathering information</b></p> <p style="padding-left: 20px;"><i>See Identify Sources of Information (3.2.1)</i></p> <p style="padding-left: 20px;"><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><b>3.1.3 g. Begins to choose from a predetermined list of ways to record information</b></p> <p style="padding-left: 20px;"><i>See Identify Sources of Information (3.2.1), and Record Information (3.3.2)</i></p> <p style="padding-left: 20px;"><i>Diagrams, math equations, ...</i></p> <p style="padding-left: 20px;"><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><b>3.1.3 h. Begins to record information using the selected method</b></p> <p style="padding-left: 20px;"><i>See Identify Sources of Information (3.2.1), and Record Information (3.3.2)</i></p> <p style="padding-left: 20px;"><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><b>3.1.3 i. Begins to reflect on choice of strategies and method for accessing and recording information</b></p>	<p><b>By the end of Grade 3 the student ...</b></p> <p><b>3.1.3 d. Records information using the selected method</b></p> <p style="padding-left: 20px;"><i>See Identify Sources of Information (3.2.1), and Record Information (3.3.2)</i></p> <p style="padding-left: 20px;"><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><b>3.1.3 e. Uses appropriate forms of expression to connect purpose and audience</b></p> <p style="padding-left: 20px;"><i>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, ...</i></p> <p style="padding-left: 20px;"><i>identifying an audience, setting a purpose, linking a form of expression, ...</i></p> <p style="padding-left: 20px;"><i>See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</i></p> <p><b>3.1.3 f. Reflects on choice of strategies and method for accessing and recording information</b></p> <p><b>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.</b></p> <p><b>3.1.3 h. Begins to adapt a plan for an inquiry: guided research to answer a question or need, and a representation</b></p> <p style="padding-left: 20px;"><i>Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...</i></p> <p style="padding-left: 20px;"><i>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."</i></p>

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**Create , Follow, and Reflect on a Plan**

**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 4 the student ...

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, ...

**Grade 5 Specific Outcome 3.1.3**

Gather and record ideas and information using a plan for own and group inquiry

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

By the end of Grade 5 the student ...

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)

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

3.1.3 h. **\*\* 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 i. **Begins to create a plan and time line for an inquiry**

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

parameters of inquiry: purpose of inquiry, depth of the investigation, how collected information will be shared, amount of work required to create the finished presentation

Inquiry process, Big Six, I-Search Planner, KWL-Plus (KWL +), ...

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."; "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."

**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 2 Specific Outcome 3.1.3**

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

**Grade 3 Specific Outcome 3.1.3**

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

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

By the end of Grade 2 the student ...

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

**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."*

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**Create , Follow, and Reflect on a Plan**

**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 4 the student ...

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

**Grade 5 Specific Outcome 3.1.3**

Gather and record ideas and information using a plan for own and group inquiry

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

By the end of Grade 5 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.**

**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)

**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)

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**Identify Sources of Information**

**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)

**5 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, series by the same writer, diaries, ...

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 2 Specific Outcome 3.2.1**

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

**Grade 3 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 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, ...*

**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, ...*

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**Identify Sources of Information**

**Grade 4 Specific Outcome 3.2.1**

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

**Grade 5 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)**

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

**By the end of Grade 4 the student ...**

**By the end of Grade 5 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**

**3.2.1 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.**

*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. Begins to use a combination of primary (experiential and/or firsthand account) and secondary (text based and/or secondhand account) sources of relevant information to answer inquiry or research questions**

**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 ..."*

*Guest presenters (elders from the community, storytellers, and others), experts and speakers, field trips and excursions, first hand experiences (drum dances, drama presentations, and other live experiences),...*

*Newspapers, information text, CD ROMS, almanacs, encyclopedias, text books, atlases, classroom displays and interest centers, class or school or community libraries, slide shows, movies, songs, videos, Internet sites, art work, sculptures, prints, ...*

*May say, "We've looked in books, videos, and went to the swamp, but none of those places help us to understand what we hear on the news about the 'West Nile Virus'. Maybe we could search for an Internet site with one of those 'Speak with an Expert' options."*

**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.**

**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, ...

**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, ...

Evaluate Sources

**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, ...

**5 Specific Outcome 3.2.2**

Determine the usefulness of information for inquiry or research purpose and focus 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><b>Grade 2 Specific Outcome 3.2.2</b> Match information to inquiry or research needs</p>	<p><b>Grade 3 Specific Outcome 3.2.2</b> Review information to determine its usefulness to inquiry or research needs</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>
<p><b>By the end of Grade 2 the student ...</b></p> <p><b>3.2.2 a. Identifies key words in a question</b> <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>  <i>May say, "Now we are supposed to find out which animals are related to the dog family."</i></p> <p><b>3.2.2 b. Connects information to questions asked</b> <i>May say, "This diagram shows all the canine family."</i></p> <p><b>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></b></p> <p><b>3.2.2 d. Begins to set criteria collaboratively to evaluate sources / information</b></p> <p><b>3.2.2 e. Begins to evaluate the relevance of source / information</b> <i>See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)</i>  <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>	<p><b>By the end of Grade 3 the student ...</b></p> <p><b>3.2.2 a. <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></b></p> <p><b>3.2.2 b. Begins to set criteria (collaboratively or independently) to evaluate sources / information</b>  <i>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, ...</i></p> <p><b>3.2.2 c. Begins to evaluate the relevance of source / information using the pre-established criteria (teacher directed, student directed, or group directed)</b>  <i>See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)</i>  <i>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."</i></p>

Evaluate Sources

Grade 4 Specific Outcome 3.2.2

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

Grade 5 Specific Outcome 3.2.2

Determine the usefulness of information for inquiry or research purpose and focus 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?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 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 or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary source (text based and/or secondhand account), information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, ...

3.2.2 b. Evaluates the usefulness 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 how domesticated dogs, like those in teams who act differently because of their work load? That means that we have to think about their actions and our actions as humans." "I probably won't use this resource because the titles and headings don't seem to connect to my topic. If the other books and resources don't help, I'll come back to this one."

3.2.2 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.

3.2.2 d. Begins to match source (s) to inquiry or research purpose

May say, "Our task is to understand what adaptations are. We need to check that the experts we contact know about how Arctic dogs have adapted to the cold climate and the work vs. dogs that stay indoors. If they don't they won't be able to help us understand about adaptations."

3.2.2 e. Begins to match source (s) to inquiry or research focus

May say, "We need to focus our questions for our experts around how the different species of dogs have adapted to their environment and their work...like how Sheep dogs herd sheep, St. Bernards find lost people in the mountains, German Shepherds lead the blind, the Setters are hunting dogs, ... "

**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.**

**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)

**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)

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**Access Information**

**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)

**5 Specific Outcome 3.2.3**

Use a variety of tools [such as chapter headings, encyclopedia guide words...] to access information and ideas; use visual and auditory cues [such as graphics, voice-overs, scene changes, body language, background music...] to identify key 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)

**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 2 Specific Outcome 3.2.3**

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

**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 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...*

**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 ...*

Access Information

**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

**Grade 5 Specific Outcome 3.2.3**

Use a variety of tools [such as chapter headings, encyclopedia guide words...] to access information and ideas; use visual and auditory cues [such as graphics, voice-overs, scene changes, body language, background music...] to identify key ideas

**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...*

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

By the end of Grade 5 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, pull down menus, hypertext links, scene changes, graphics, ...*

**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, voice overs, ...*

**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, Net-directories, multiple sources, search engines, encyclopedia, ...*

**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.**

**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)

**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)

Use Strategies to Make Sense of Information

**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)

**5 Specific Outcome 3.2.4**

**Recognize organizational patterns in texts to construct meaning and gather information**

**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.**

<p><b>Grade 2 Specific Outcome 3.2.4</b></p> <p>Make connections between prior knowledge, ideas, information, and text features</p>	<p><b>Grade 3 Specific Outcome 3.2.4</b></p> <p>Determine main ideas in information using prior knowledge, predictions, connections, and inferences</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>3.2.4 a. Makes connections between prior knowledge and new information (oral, print, and other media text)</b></p> <p><i>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."</i></p> <p><b>3.2.4 b. Uses prior knowledge to make predictions to understand information (oral, print, and other media text)</b></p> <p><i>Before-During-After (BDA), cloze activities, retelling/restating, ...</i></p> <p><i>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."</i></p> <p><b>3.2.4 c. Uses textual cues to check predictions</b></p> <p><i>See Access Information (3.2.3) for visual and auditory cues</i></p> <p><i>See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues</i></p> <p><i>discuss, question, read, view, ...</i></p> <p><b>3.2.4 d. ** 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.</b></p> <p><b>3.2.4 e. Begins to identify main ideas in information (oral, print, and other media text)</b></p> <p><i>using: prior knowledge, ideas, information, inferences, predictions, connections, illustrations, graphs, pictures, charts, books, film, video, audio, storytelling, interviews, paintings, sculpting, dance, music, drama, ...</i></p> <p><i>strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, visualizing, describing, sequencing, questioning, webbing, clustering, inquiring, observing, predicting, ...</i></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>3.2.4 a. Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media text)</b></p> <p><i>Before-During-After (BDA), cloze activities, retelling/restating, Pause and Predict, ...</i></p> <p><i>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."</i></p> <p><b>3.2.4 b. Uses text and textual cues to confirm understanding of information (oral, print, and other media text)</b></p> <p><i>See Access Information (3.2.3) for visual and auditory cues</i></p> <p><i>See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues</i></p> <p><i>discuss, question, read, view ...</i></p> <p><i>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."</i></p> <p><b>3.2.4 c. Identifies main ideas in information (oral, print, and other media text)</b></p> <p><i>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 ..."</i></p> <p><i>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, ...</i></p> <p><b>3.2.4 d. ** 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.</b></p>

Use Strategies to Make Sense of Information

Grade 4 Specific Outcome 3.2.4

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

Grade 5 Specific Outcome 3.2.4

Recognize organizational patterns in texts to construct meaning and gather information

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

By the end of Grade 5 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, ...*

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

*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."*

*May say: "I think that those clouds we're looking at are cumulus nimbus. That must mean..."; "Look at how all the ptarmigan have turned colour so early this year. My grandpa says that means it will be a long winter. We should check that out in that old almanac."*

3.2.4 b. *Continues to use 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, including organizational patterns, to construct meaning from 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, poetic, and textual cues*

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

*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, ...*

*illustrations, titles, key words, labels, colour coded words, opening shots to videos, author's name, publication information, table of contents, captions, headings and subheadings, diagrams, hot links, index, glossary, dictionary guide words, main ideas, supporting details, explanation, compare and contrast, cause and effect, sequence, ...*

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

*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, ...*

*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."*

*discuss, question, read, view*

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

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.**

*Main Idea Maps, Concept Webs, ...*

3.2.4 d. *Begins to skim to locate information*

*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."*

*chapter headings, first and last paragraphs, bold print, subheadings and captions, indices, table of contents, bibliographies, captions, schedules, summaries, prefaces, ...*

**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 2 Specific Outcome 3.2.4**

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

**Grade 3 Specific Outcome 3.2.4**

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

**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."*

**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."*

Use Strategies to Make Sense of Information

Grade 4 Specific Outcome 3.2.4

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

Grade 5 Specific Outcome 3.2.4

Recognize organizational patterns in texts to construct meaning and gather information

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student ...

3.2.4 e. *Begins to scan to locate information*

*key words, dates, names, numbers, places, phrases, indices, table of contents, bibliographies, captions, schedules, summaries, prefaces, math problems, ...*

**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.**

**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)

**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)

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**Organize Information**

**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)

**5 Specific Outcome 3.3.1**

**Organize information and ideas into categories 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, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, ...

**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 2 Specific Outcome 3.3.1 Categorize related information and ideas using a variety of strategies	Grade 3 Specific Outcome 3.3.1 Organize and explain information and ideas using a variety of strategies
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>
<p><b>By the end of Grade 2 the student ...</b></p> <p><b>3.3.1 a. Sequences information and ideas</b></p> <p><i>order of events, chains, cycles, beginning-middle-end, chronology, webs, story maps, timelines, maps, narrative writing, expository writing, ...</i></p> <p><i>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."</i></p> <p><b>3.3.1 b. Uses graphic organizers with guidance</b></p> <p><b>**Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones</b></p> <p><i>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, ...</i></p> <p><i>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."</i></p> <p><i>**See Specific Outcome for list of possible strategies</i></p> <p><b>3.3.1 c. ** 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.</b></p> <p><b>3.3.1 d. Begins to choose appropriate graphic organizer from a selection</b></p> <p><b>**Keep in mind audience and purpose when matching the graphic organizer to the task</b></p> <p><i>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 ...."</i></p>	<p><b>By the end of Grade 3 the student ...</b></p> <p><b>3.3.1 a. Chooses appropriate graphic organizer from a selection</b></p> <p><b>**Keep in mind audience and purpose when matching the graphic organizer to the task</b></p> <p><i>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."</i></p> <p><b>3.3.1 b. Explains the choice of graphic organizer</b></p> <p><i>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 ...."</i></p> <p><b>3.3.1 c. Sequences information and ideas</b></p> <p><i>order of events, chains, cycles, beginning-middle-end, chronology, webs, story maps, timelines, maps, narrative writing, expository writing, ...</i></p> <p><i>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?"</i></p>

Organize Information

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**

Grade 5 Specific Outcome 3.3.1

Organize information and ideas into categories using a variety of strategies

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 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, "Our group created a survey to find out which languages the people of our community speak. We used a tally chart to keep track of the answers. It was fast and easy, and made counting easier."

- 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, 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, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, ...

May say, "We used our spreadsheet to generate this graph that shows the variety and the speakers of the languages of the Northwest Territories." "We put our erosion experiment data onto a matrix. Along the top of the rows, we listed the kinds of rocks around here. On the side, we described our observations. Now we can look for patterns."

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

- 3.3.1 c. Chooses appropriate strategies from a selection

May say, "This word problem asks us to figure out the percentage of school playground space that is taken up by equipment, by gravel, by sand, and by grass. Then we are to make a recommendation to the school about the placement of the basketball pad. How will we do this?"

**\*\*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.**

<p><b>Grade 2 Specific Outcome 3.3.1</b> Categorize related information and ideas using a variety of strategies</p>	<p><b>Grade 3 Specific Outcome 3.3.1</b> Organize and explain information and ideas using a variety of strategies</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>
<p><b>By the end of Grade 2 the student ...</b></p> <p><b>3.3.1 e. Begins to explain the choice of graphic organizer</b></p> <p><i>**Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones</i></p> <p><i>May say: "We thought the timeline would make it easier to keep track of what happened when in our community."</i></p> <p><b>3.3.1 f. Begins to choose appropriate strategies from a selection</b></p> <p><i>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."</i></p> <p><i>**See Specific Outcome for list of possible strategies</i></p>	<p><b>By the end of Grade 3 the student ...</b></p> <p><b>3.3.1 d. Uses graphic organizers with guidance</b></p> <p><i>**Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones</i></p> <p><i>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, ...</i></p> <p><i>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."</i></p> <p><i>**See Specific Outcome for list of possible strategies</i></p> <p><b>3.3.1 e. Chooses appropriate strategies from a selection</b></p> <p><i>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!"</i></p> <p><i>**See Specific Outcome for list of possible strategies</i></p> <p><b>3.3.1 f. ** 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.</b></p>

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**Organize Information**

**Grade 4 Specific Outcome 3.3.1**

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

**Grade 5 Specific Outcome 3.3.1**

Organize information and ideas into categories using a variety of strategies

**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."*

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

**By the end of Grade 5 the student ...**

**3.3.1 d. Explains information and ideas using the selected graphic organizer**

*May say, "Our hypothesis was that we could slow down the effects of erosion near the river bank. We tested different materials for damming. You can see our graph showing our test and the results on the wall. We have come to the conclusion that cement would be more expensive, but a better use of our money 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.**

**Grade 2 Specific Outcome 3.3.1**

Categorize related information and ideas using a variety of strategies

**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 2 the student ...

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

**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?"*

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**Organize Information**

**Grade 4 Specific Outcome 3.3.1**

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

**Grade 5 Specific Outcome 3.3.1**

Organize information and ideas into categories using a variety of strategies

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

By the end of Grade 4 the student ...

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

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

By the end of Grade 5 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.**

**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)

**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)

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**Record Information**

**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)

**5 Specific Outcome 3.3.2**

Record information in own words; cite authors and titles alphabetically and provide publication dates of sources

**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 2 Specific Outcome 3.3.2**

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

**Grade 3 Specific Outcome 3.3.2**

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

**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**

**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*

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**Record Information**

**Grade 4 Specific Outcome 3.3.2**

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

**Grade 5 Specific Outcome 3.3.2**

Record information in own words; cite authors and titles alphabetically and provide publication dates of sources

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

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

**By the end of Grade 4 the student ...**

**By the end of Grade 5 the student ...**

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

**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, ...*

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

*See 3.3.1 for list of 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.**

*May say, "I'm going to use a concept web to organize my information." or "I think a cause and effect flow chart would work for this project."*

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

**3.3.2 b. Selects and uses appropriate method to record information**

*See 3.3.1 for list of graphic organizers*

*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 c. Cites references using authors names in alphabetical order, titles, and publication dates**

*authors, titles, publication date, ...*

**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?"*

*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.**

**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)

**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)

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**Evaluate Information**

**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)

**5 Specific Outcome 3.3.3**

**Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and 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)

**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 2 Specific Outcome 3.3.3**

Examine gathered information to decide what information to share or omit

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

By the end of Grade 2 the student ...

3.3.3 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.**

3.3.3 b. **Begins to determine 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: "This is a great list of Play Station games, but it doesn't really fit with our topic of..."*

**Grade 3 Specific Outcome 3.3.3**

Determine whether collected information is sufficient or inadequate for established purpose

**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, ...*

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Evaluate Information

Grade 4 Specific Outcome 3.3.3

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

Grade 5 Specific Outcome 3.3.3

Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

By the end of Grade 5 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 a. *Determines relevance of information and ideas within subtopics*  
  
**\*\*Keep in mind form, 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, identifying subtopics, deleting unimportant information, recording related ideas and examples, developing guidelines to review information, ...*

- 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, ...*

- 3.3.3 b. *Addresses information needs for task completion*  
  
*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), ...*  
  
*suggesting solutions to gaps, locating additional information, planning further inquiry, ...*  
  
*May say: "Do I have enough information to get my point across?"*

**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.**

**2 Specific Outcome 3.3.4**

Ask questions to reflect on inquiry or research experiences

**3 Specific Outcome 3.3.4**

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

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**Synthesize Information**

**4 Specific Outcome 3.3.4**

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

**5 Specific Outcome 3.3.4**

Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry

**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 2 Specific Outcome 3.3.4**

Ask questions to reflect on inquiry or research experiences

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

**By the end of Grade 2 the student ...**

**3.3.4 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.**

**3.3.4 b. Begins to ask and answer questions about personal strengths and challenges to reflect on the research or inquiry process**

*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."*

**3.3.4 c. Begins to ask and answer questions about what was learned in new information**

*May say, "On my KWL chart, I wrote that I learned that ..., but I am still wondering ..."*

**Grade 3 Specific Outcome 3.3.4**

Assess experiences, skills and knowledge gained during the 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."*

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**Synthesize Information**

**Grade 4 Specific Outcome 3.3.4**

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

**Grade 5 Specific Outcome 3.3.4**

Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry

**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 ...."*

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

By the end of Grade 5 the student ...

- 3.3.4 a. *Integrates new ideas and information into personal understanding*

*May say, "Now I think that an oil pipeline might be an environmental problem."*

- 3.3.4 b. *Draws conclusions based on new understandings*

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

- 3.3.4 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.**

- 3.3.4 d. *Begins to establish goals for further inquiry or research process*

*conversations, sharing circles, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, 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 all contribute fairly after we went off and did our own thing. Next time, we need to make sure..."; "I prefer doing the research with a partner so I can talk about what I'm learning"; "I don't understand it unless you show me and let me try it."*