

General Outcome 1



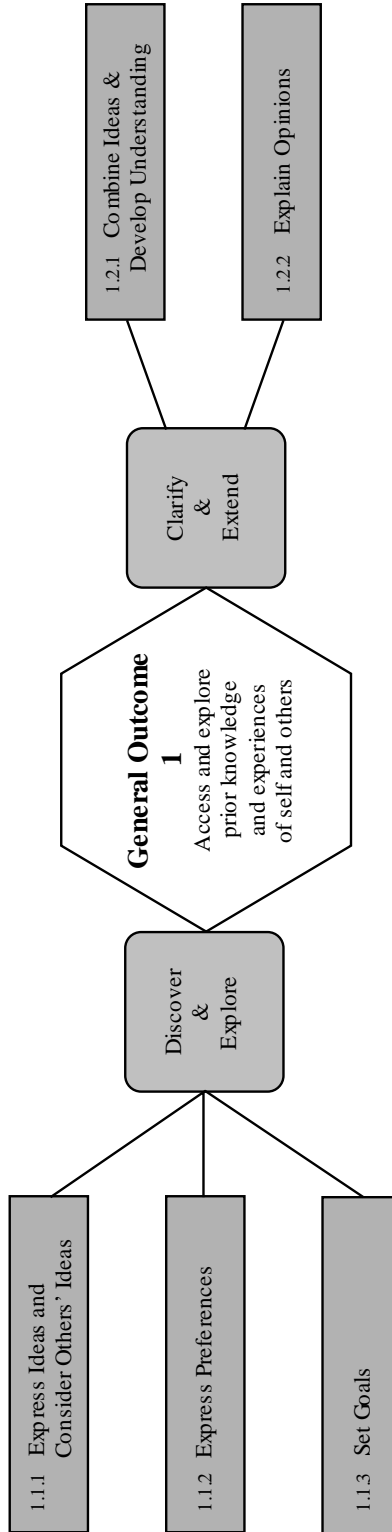
Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory use of language enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory use of language helps students to maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Ultimately,

exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talking and listening to others. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry and research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English Language Arts Learning Outcomes (LO). For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

3 Specific Outcome 1.1.1

Use conversation to explore personal understanding

****It is important to be sensitive to cultural conventions when inviting students to interact.**

****It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.**

General Example(s)

•conversations, exploratory talk, play, sharing circles, celebrations, centres, inquiry, dramatizations, prompted activities, artistic representations, journals (response logs, dialogue journals, two-way journals, dual entry journals), Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, reflections, explanations, ...

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

4 Specific Outcome 1.1.1

Compare own and others' understandings to reflect upon personal understandings

****It is important to be sensitive to cultural conventions when inviting students to interact.**

****It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.**

General Example(s)

•conversations, exploratory talk, sharing circles, celebrations, centres, inquiry, dramatizations, prompted activities, artistic representations, journals (response logs, dialogue journals, two-way journals, dual entry journals, reflection logs), Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, reflections, explanations, small group discussion, alternate point of view stories, role plays, question strategies, point of view writing, Role-Audience-Format-Topic activities (RAFT), literature circles, same and different charts, gallery walk, inside-outside circles, T-Charts, Venn Diagrams, conferences, surveys and interviews, inquiries, ...

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Ask Questions (3.1.2), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Express Ideas and Consider Others' Ideas

5 Specific Outcome 1.1.1

Seek others' viewpoints to reflect on personal understanding

****It is important to be sensitive to cultural conventions when inviting students to interact.**

****It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.**

General Example(s)

•conversations, exploratory talk, sharing circles, celebrations, inquiry, dramatizations, prompted activities, artistic representations, journals (response logs, dialogue journals, two-way journals, dual entry journals, reflection logs), Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, reflections, explanations, small group discussion, alternate point of view stories, role plays, question strategies, point of view writing, Role-Audience-Format-Topic activities (RAFT), literature circles, same and different charts, gallery walk, inside-outside circles, Venn Diagrams, conferences, surveys and interviews, inquiries, learning logs, inquiry notebooks, inquiry/ research response sheets, inquiry process, scientific method, anticipation guides, electronic mail messages, ...

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Ask Questions (3.1.2), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

6 Specific Outcome 1.1.1

Engage in exploratory communication to discover own interpretation and understanding

****It is important to be sensitive to cultural conventions when inviting students to interact.**

****It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.**

General Example(s)

•conversations, exploratory talk, sharing circles, celebrations, inquiry, dramatizations, prompted activities, artistic representations, journals (response logs, dialogue journals, two-way journals, dual entry journals, reflection logs), Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, reflections, explanations, small group discussion, alternate point of view stories, role plays, question strategies, point of view writing, Role-Audience-Format-Topic activities (RAFT), literature circles, same and different charts, gallery walk, inside-outside circles, Venn Diagrams, conferences, surveys and interviews, inquiries, learning logs, inquiry notebooks, inquiry/ research response sheets, inquiry process, scientific method, anticipation guides, electronic mail messages, text reviews, inferences, Question-Answer-Relationships (QARs), ...

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Ask Questions (3.1.2), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Grade 3 Specific Outcome 1.1.1

Use conversation to explore personal understanding

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 1.1.1 a. Uses questions and conversations (responses) to explore personal understanding (in oral, print, and other media texts)**

May say, "You said that it takes a caterpillar a long time here to turn into a butterfly, what about the warble fly? It cocoons too. How long does it take to be a fly?" "You brought caterpillars with you to school. I had one in a jar once and my Grandmother told me to let it go because it takes the caterpillar a long time to become a butterfly here. When you read that book, did it say how long it takes them to be butterflies in other parts of Canada?" "My pen pal says it's hot there today, it isn't hot here."

- 1.1.1 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.**

- 1.1.1 c. Begins to reflect upon personal understanding to reach tentative conclusions**

May say, "I think that the kids in the story are guilty of setting the trap for the teacher because they all watched and laughed as she fell into mud."; "So, if people in the south could make material out of plants, like cotton, or paper from plants, like we did when we recycled. What plant do we have here that we can make into material or paper? We should try to make some"

Grade 4 Specific Outcome 1.1.1

Compare own and others' understandings to reflect upon personal understandings

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

- 1.1.1 a. Uses questions and conversations to compare own and others' ideas and responses (in oral, print, and other media texts)**

May say, "I like the way the author used the kids' conversation to tell about the teachers. He didn't use lots of long paragraphs with descriptions. I could hear that teacher telling the kids how to act and I could just imagine him with ..."

- 1.1.1 b. Reflects upon upon personal understanding to reach tentative conclusions**

question frames: "How might ...", "I wonder if ...", "Would it be the same as ..."; prediction frames: "I observe, I predict, I think, I now know..."

May say, "Renewable Resources tells us that we can't all hunt at the same time. Why is that? Is that because of the animals birth cycles or is it because of the migrations?" "When I listen to the Elder, I feel myself imagining what it might have been like to work hard and have less free time. I wonder about the way they entertained themselves and I wonder if I would be happy with that."

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

- 1.1.1 d. Begins to seek others' points of view through oral, print, and other media texts**

conversations, interviews, literature explorations, role plays, talking circles, inquiries, investigations, ...

May say, "I didn't know that some parents don't want their kids to go to school. Why would they think that way?" "I think that eating fried worms is gross, but maybe that's because we never eat them. In other places, they often eat different things. I wonder what they think of what we eat in Canada?"

Express Ideas and Consider Others' Ideas

Grade 5 Specific Outcome 1.1.1

Seek others' viewpoints to reflect on personal understanding

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student ...

1.1.1 a. Reflects upon conclusions and opinions

question frames: "How might", "I wonder if ...", "Would it be the same as ..."

prediction frames: "I observe, I predict, I think, I now know ..."

May say, "I remember when I figured out that ..., now I see something more ...", "I used to think that more exploration of our land would be good for us because it would benefit our economy. Because we learned from the Elders, that the Mackenzie Valley pipeline affected caribou migrations, won't new mines all over our Territory cause more problems for our hunters and may not be a good idea?"

1.1.1 b. Seeks others' points of view through oral, print, and other media texts

May say, "I wouldn't know who to vote for. I don't know what the candidates stand for. Why don't we create an interview for the panel candidates, then we would know who they are and what they have to say about the issues in our Territory/City/Hamlet/Band?"

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

1.1.1 d. Begins to express personal interpretation based on new understandings

May say, "I think ... because when I ...", "I thought she'd ... because ...", "Maybe there is another way to look at this. What if ..." "I think the author is trying to prepare us for a disaster. Look at this sentence: 'She did not know that this was the last time that she would see him.' Maybe there will be an accident, or someone will die, or someone will disappear."

Grade 6 Specific Outcome 1.1.1

Engage in exploratory communication to discover own interpretation and understanding

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

1.1.1 a. Reflects upon and expresses conclusions, opinions, and personal interpretations

question frames: "How might", "I wonder if ...", "Would it be the same as ...";

prediction frames: "I observe, I predict, I think, I now know ..."

May say, "Suppose we are stranded on a northern island. We would have to hunt animals and find ways to prepare the hides or we would freeze once our clothes got too small or wet or winter came. But on an southern island, we would have to learn to protect ourselves from the sun. I wonder if we would use animal skins or something else? So, all this means is that people all over the world, in all climates, find ways to protect themselves from the environment. Is that what we call adapting?"

1.1.1 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.

1.1.1 c. Begins to extend questions and answers to clarify others' ideas, information, and experiences (from oral, print, and other media texts)

May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation: "I wonder..." "I don't understand, why..." "Tell me more about..." "So, if..." "Does this mean ...?" "What if ...?" "What do you mean by?" "Is that the same as ... or would that be like ...?" "What are you saying?" "What do you mean by?" "I don't understand when they describe ..." "What is the difference between what you are reading and what our guest speaker is showing us?" "What kinds of predictions can I make?"

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

3 Specific Outcome 1.1.2

Explain examples of text preferences

General Example(s)

- readers' club, poetry club, art/drama representations, commercials, book talks, response logs, book jackets, displays, book chair, author's chair, book fair, ...

- preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

4 Specific Outcome 1.1.2

Explain preferences for particular forms and genres of oral, print, and other media texts

General Example(s)

- preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

might include: works (books, music, art, poems, plays, movies, ...) by the same author / illustrator, works (books, music, art, poems, plays, movies, ...) related to a theme, works (books, music, art, poems, plays, movies, ...) of the same form (cartoon, fairy tales, fables, scripts, riddles, free verse, charts, articles, ...), works (books, music, art, poems, plays, movies, ...) of the same genre (adventures, science fictions, mysteries, ...), ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

5 Specific Outcome 1.1.2

Explain preferences for particular forms and genres of oral, print, and other media texts

General Example(s)

- preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

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Explain preferences for particular forms and genres of oral, print, and other media texts

General Example(s)

- preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Grade 3 Specific Outcome 1.1.2

Explain examples of text preferences

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

1.1.2 a. Chooses appropriate texts of personal interest (oral, print, and other media)

Can select, with support if necessary, texts that can be read independently and comprehended.

Can select, with support if necessary, oral and visual texts with appropriate content that can be easily understood

May say: "I think this book about northern plants might be too hard for us to read. Can you help us?"; "This book is easy to read and it has lots of good information in the charts and diagrams."; "Let's ask Mrs. Fwasi if she knows any good stories about how they used birch bark."

1.1.2 b. Explains personal preferences with examples of preferred texts (oral, print, and other media)

May say, "My favourites include all the Disney movies, because ..." "I like the Captain Underpants and the Munsch books because they make me laugh." "I don't like poems, unless they are like RAP music. Then I feel like I can make a dance for them." "I always want movies about animals, like: "Stewart Little", "Charlotte's Web", "Good Boy", ..." "Let's make a recipe book of desserts; those are the best!"

1.1.2 c. Explains preferences for a particular medium (oral, print, or other media)

May say, "In my journal I drew what I imagined the Ogre looked like. I guess that I like to make my own pictures; so that is why I like to be read to."; "You said songs were like poems, but I like the songs better. I don't hear the music when we read poems."; "Charlie and the Chocolate Factory wasn't the same in the movie. When you read it to us, I didn't think he would look like that. I think I like the book better. And, the same things didn't happen, like ..."; "I want to use the map on the computer, not the one in the book. The computer lets me zoom in and out."

Grade 4 Specific Outcome 1.1.2

Explain preferences for particular forms and genres of oral, print, and other media texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

1.1.2 a. Chooses appropriate texts of personal interest (oral, print and other media)

Can select, with support if necessary, texts that can be read independently and comprehended.

Can select, with support if necessary, oral and visual texts with appropriate content that can be easily understood

May say: "I'm reading Stories from Wayside School, and I really like it. I'm going to read more from the series."; "Stone Fox was easy for me to read. Maybe I need to pick a book that's a little bit harder."; "I'm looking for web sites about tornadoes for my Science project. Can you help me find one that's got good information but isn't too hard to read?"

1.1.2 b. Discusses preferences for particular author, genre, medium, and / or form (oral, print, or other media)

May say, "I like stories better than informational texts because I like to read about people doing things and going on adventures." "Our group didn't like poems because they confuse us more than informational texts." "E-mails are easier for me than letters because I don't feel I have to know where to put the date and all that other stuff." "In our response journal, we wrote why we chose to read Dear Mr. Henshaw." "I don't like mysteries ..."

Express Preferences

Grade 5 Specific Outcome 1.1.2

Explain preferences for particular forms and genres of oral, print, and other media texts

Grade 6 Specific Outcome 1.1.2

Explain preferences for particular forms and genres of oral, print, and other media texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student ...

- 1.1.2 a. Discusses preferences for particular author, genre, medium, and / or form (oral, print, or other media)

May say, "Why don't authors automatically make videos of their stories, then we could see them and that's so much better."
 "Powerpoint presentations are better than just oral presentations because with technology I can show things and have my audience hear things too. I think that's better than just writing too." "On our T-chart, we listed why we like watching a play better than reading it." "I like newspaper articles because I have all the information at the very beginning to understand the rest of the story."

- 1.1.2 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.**

- 1.1.2 c. **Begins to choose appropriate texts (oral, print, and other media) independently and / or following peer recommendations**

May have specific criteria or ideas about what texts are preferred (action sequences, character development, setting preferences, themes, etc.)

May say: "Maybe I should try to read novels by different authors. I like Roald Dahl, because of the humour, but my friends are reading Gary Paulsen. I might try one."; "Why can't we read graphic novels for literature circles? They are novels just like the other ones we have on the reading list and I understand them better."; "This DVD is marked PG. I guess that means we can't watch it at school..."; "I found this web site when I searched in Yahoo!igans. It's perfect for what we need."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

- 1.1.2 a. Chooses appropriate texts (oral, print, and other media) independently and / or following peer recommendations

May have specific criteria or ideas about what texts are preferred (action sequences, character development, setting preferences, themes, etc.)

May say: "Bobby gave me this great link to a video on YouTube that shows seal hunt protesters. You've got to see it!"; "I started reading the Madelaine L'Engle series - I think you'd like it, too."; "I thought I had read lots of mysteries, but the librarian gave me some titles that I have never heard of. I might check those out or put them on my list for later."

- 1.1.2 b. Discusses preferences for particular author, genre, medium, and / or form (oral, print, or other media)

May say, "Our literature group met to talk about what we are reading on our own. We learned the same topics are often discussed in magazines, books, novels, or in poems. I prefer to get my information in magazines because ..."; "I like watching biographies on the History channel. Those ones are my favourites because I am interested in the second world war."; "My dad always listens to old cowboy music. I always thought they were boring, but then I discovered that lots of them are really ballads and they tell a story. I made copies of some of them - they're pretty good."

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

3 Specific Outcome 1.1.3

Use reflections (about self as language user) to set goals

* language use includes all six language arts

*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

General Example(s)

- self assessment in reflective journals, checklists, rating scales, ...

4 Specific Outcome 1.1.3

Identify areas of personal accomplishment and areas for enhancement in language learning and use

* language use includes all six language arts

*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

Set Goals

5 Specific Outcome 1.1.3

Set personal goals to enhance language learning and use

* language use includes all six language arts

*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

6 Specific Outcome 1.1.3

Reflect on personal language use and revise personal goals to enhance language learning and use

* language use includes all six language arts

*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Grade 3 Specific Outcome 1.1.3

Use reflections (about self as language user) to set goals

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

1.1.3 a. Reflects upon and discusses reading / listening / viewing strengths and challenges (behaviours, skills, and strategies)

Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, reader's responses, checklists, reading inventories, ...

May say, "What did I do that helped me be a better reader?" "I know that I like to read in a quiet spot, but I also like reading with a partner and talking about what we read."

"What did I do that helped me be a better writer?" "Since I like to read with a partner, let's write to each other in our journals, about the book we are reading."

"What did I do that helped me be a better viewer?" "I needed to talk about what we watched because it confused me."

1.1.3 b. Reflects upon and discusses writing / speaking / representing strengths and challenges (behaviours, skills, and strategies)

See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, writer's responses, checklists, reading inventories, ...

May say:

"What did I do that helped me be a better writer?" "Since I like to read with a partner, let's write to each other in our journals, about the book we are reading."

"What did I do that helped me be a better speaker?" "I made sure that I knew what I was going to say, and that I practiced it, before we presented the play."

"What did I do to make my representation better?" "I checked to make sure I had included all the important information in my brochure, and that the pictures matched the information."

Grade 4 Specific Outcome 1.1.3

Identify areas of personal accomplishment and areas for enhancement in language learning and use

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

1.1.3 a. Uses strengths and challenges to set goals to improve reading / writing / viewing/representing/listening/speaking (behaviours, skills, and strategies)

May say, "What are my strengths and weaknesses?" "What strategy (s) worked for me?" "My attitude towards reading really changed once I got into the Harry Potter books. I like fantasy, not animal stories."

1.1.3 b. Reviews goals set to improve reading / listening / viewing (behaviours, skills, and strategies)

See Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, reader's and writer's responses, checklists, reading inventories, ...

May say, "My goal is to work on my editing with a partner. So I am going to make sure that I find someone who does that well."

1.1.3 c. Reviews goals set to improve writing / speaking / representing (behaviours, skills, and strategies)

See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, reader's and writer's responses, checklists, reading inventories, ...

May say, "My goal is to work on my editing with a partner. So I am going to make sure that I find someone who does that well."

Set Goals

Grade 5 Specific Outcome 1.1.3

Set personal goals to enhance language learning and use

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student ...

- 1.1.3 a. *Uses strengths and challenges to set goals to improve reading / listening / viewing (behaviours, skills, and strategies)*

May say, "What are my strengths and weaknesses?" "What strategy (s) worked for me?" "I learned that I write much better when I get to choose the topic in writers' workshop. I am going to ask if I can choose books for reading assignments."; "I need to have it quiet around me when I listen to someone. I can't focus if there's noise."; "I need to talk less when I watch movies, so I can keep track of what's going on."

- 1.1.3 b. *Uses strengths and challenges to set goals to improve writing /speaking/ representing (behaviours, skills, and strategies)*

May say, "What are my strengths and weaknesses?" "What strategy (s) worked for me?" "I learned that I write much better when I get to choose the topic in writers' workshop."; "I really like using Power Notes to organize my thinking before I start to create my Power Point."; "I think my healthy eating video would have been more effective if I'd found better background music."

- 1.1.3 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.**

- 1.1.3 d. *Begins to set the criteria to assess the goals set for reading / listening/ viewing (behavior, skills, and strategies)*

See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, writer's responses, ...

May say: "My goal is to understand what I read silently. I will know that I got the message if I can talk about what I learned."; "My goal is to be a more active listener. I will know if I have done that if I can ask a relevant question."

Grade 6 Specific Outcome 1.1.3

Reflect on personal language use and revise personal goals to enhance language learning and use

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

- 1.1.3 a. *Uses strengths and challenges to set goals to improve language use (behaviours, skills, and strategies)*

Language use refers to listening, speaking, reading, writing, viewing, and representing

May say, "What are my strengths and weaknesses?" "What strategy (s) worked for me?" "I learned that I write much better when I get to choose the topic in writers' workshop. I am going to ask if I can choose books for reading assignments." "It is interesting that for this project lots more of us were involved. I think that is because we enjoyed putting our math information into building a log house."; "Maybe we need to write real letters because we are more involved with issues."

- 1.1.3 b. *Sets the criteria to assess the goals set for improving language use (behavior, skills, and strategies)*

See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, reader's and writer's responses, ...

May say, "In my Readers' Conferences, I am having a hard time explaining what I read to others. I could improve that by bringing notes, or a plot diagram, or even my graphic organizer with me to the conference. That way I would be prepared and I would not be so nervous when I talk."

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Grade 3 Specific Outcome 1.1.3

Use reflections (about self as language user) to set goals

Grade 4 Specific Outcome 1.1.3

Identify areas of personal accomplishment and areas for enhancement in language learning and use

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 1.1.3 c. *Uses strengths and challenges to set goals to improve reading / listening / viewing (behaviours, skills, and strategies)*

May say, "What are my strengths and weaknesses?" "What strategy (s) worked for me?"

- 1.1.3 d. *Uses strengths and challenges to set goals to improve writing/ speaking / representing (behaviours, skills, and strategies)*

May say, "What am I good at?" "What could I work on?" "What strategy(s) worked for me?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

- 1.1.3 . *Information is on previous page(s)*

Set Goals

Grade 5 Specific Outcome 1.1.3

Set personal goals to enhance language learning and use

Grade 6 Specific Outcome 1.1.3

Reflect on personal language use and revise personal goals to enhance language learning and use

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

By the end of Grade 5 the student ...

1.1.3 e. *Begins to set the criteria to assess the goals set for writing / speaking/ representing (behaviour, skills, and strategies)*

See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, writer's responses, ...

May say, "If I said I was aiming to improve my editing, I will need to check if I use periods, commas, and some semicolons..."; "If my goal was to persuade the audience to recycle their pop cans, I will know that I was successful if more pop cans go in the recycling bin rather than the garbage."

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

By the end of Grade 6 the student ...

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

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

3 Specific Outcome 1.2.1

Uses prior knowledge and new information to draw conclusions

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

4 Specific Outcome 1.2.1

Connect new information and experiences with prior knowledge to construct meaning in different contexts

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

Combine Ideas and Develop Understanding

5 Specific Outcome 1.2.1

Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

6 Specific Outcome 1.2.1

Reflect on prior knowledge and experiences to arrive at new understanding

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Grade 3 Specific Outcome 1.2.1

Uses prior knowledge and new information to draw conclusions

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

1.2.1 a. *Draws simple conclusions based on connections*

1.2.1 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.**

1.2.1 c. *Begins to formulate new questions to clarify new understandings (ideas, information, and experiences)*

conversations, centres, readers' and writer's workshop, research projects, science experiments, author's chair, book talk, exploratory talk, I wonder charts, journals / logs, peer and teacher conferences, Who-What-Where-When-Why-How (5Ws + How), Know-Want to Know-Learned (KWL), Then and Now, Before and After, pattern stories, Fortunately/Unfortunately, Bad news/Good news, Before During After (BDA), think alouds, interviews, Did You know?, inferences, conclusions, ...

May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation: "At first we were wondering how to clean up oil spills, now we want to know what really happens to the animals and plants in the area of the spills." "If this means ... Does it mean ...?" "What if ...?"

see Ask Questions (3.1.2)

Grade 4 Specific Outcome 1.2.1

Connect new information and experiences with prior knowledge to construct meaning in different contexts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

1.2.1 a. *Formulates new questions to clarify new understandings (ideas, information, and experiences)*

conversations, centres, readers' and writer's workshop, research projects, science experiments, author's chair, book talk, exploratory talk, I wonder charts, journals / reflection logs, think alouds, peer and teacher conferences, Who-What-Where-When-Why-How (5Ws + How), Know-Want to Know-Learned (KWL), Before During After (BDA), think alouds, interviews, Did You know?, Point of View charts, Know-Want to Know-Learned-How I Will Find Out (KWL +), anticipation guides, dual entry journals, ...

May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation: "I don't understand, why...." "Tell me more about...." "So, if..." "Does this mean ...?" "What if ..." "What do you mean by?" "Is that the same as ... or would that be like ...?" "That reminds me of ..."

see Ask Questions (3.1.2)

1.2.1 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.**

1.2.1 c. *Begins to reach tentative conclusions, based on the connections between prior and new experiences, observations, information, ideas and/or knowledge*

talking, listening, imagining, questioning, reflecting, describing, identifying similarities and differences, problem solving, decision making, predicting, checking for understanding, reviewing previous material and ideas, ...

journals, Venn diagram, t-chart, story charts, Think-Pair-Share (TPS), prediction frames: "I observe, I predict, I think, I now know...", Before-During-After (BDA) maps, graphs, surveys, learning logs, inquiry notebooks, inquiry/ research response sheet, inquiry process, scientific method, ...

May say, "Our group found out that the people along the river use the beaver and the otter skins, but the people along the Arctic Coast use the seal. We both need the animal skins though."

Combine Ideas and Develop Understanding

Grade 5 Specific Outcome 1.2.1

Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student ...

- 1.2.1 a. *Reaches tentative conclusions based on the connections between prior and new experiences, observations, information, ideas and/or knowledge*

talking, listening, imagining, questioning, reflecting, describing, identifying similarities and differences, problem solving, decision making, predicting, inferring, checking for understanding, reviewing previous material and ideas, ...

•journals, conversations, Think-Pair-Share (TPS), prediction frames: "I observe, I predict, I think, I now know...", Venn diagram, t-chart, story charts, Before-During-After (BDA) maps, graphs, learning logs, inquiry notebooks, inquiry/ research response sheet, inquiry process, scientific method, ...

May say, "If the people in our Territory use skins for clothing, in Australia they must use snake and kangaroo skins for clothing too." "I remember when I figured out that ..., now I see something more ..."

- 1.2.1 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.*

- 1.2.1 c. *Begins to explain conclusions (based on the connections between prior and new experiences, observations, information, ideas and/or knowledge)*

•Venn diagram, t-chart, story charts, fishbone illustrations, Before-During-After (BDA) maps, graphs, tallies, ...

May say, "Skins were used as material for clothing here; because people have the same needs all over the world, others must have used what is in their environment in similar ways."

Grade 6 Specific Outcome 1.2.1

Reflect on prior knowledge and experiences to arrive at new understanding

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

- 1.2.1 a. *Explains conclusions (based on the connections between prior and new experiences, observations, information, ideas and/or knowledge)*

•Venn diagram, t-chart, story charts, fishbone illustrations, Before-During-After (BDA) maps, graphs, tallies, ...

May say, "Skins were used as material for clothing here; because people have the same needs all over the world, others must have used what is in their environment in similar ways."

- 1.2.1 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.*

- 1.2.1 c. *Begins to apply current understandings and / or conclusions to new contexts*

May say, "Suppose we are stranded on a northern island. We would have to hunt animals and find ways to prepare the hides or we would freeze once our clothes got too small or wet or winter came."

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

3 Specific Outcome 1.2.2

Explore personal and others' opinions and understandings

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

4 Specific Outcome 1.2.2

Express new concepts and understanding in own words and explain their opinions

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

Explain Opinions

5 Specific Outcome 1.2.2

Explain the importance of linking personal perceptions

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

6 Specific Outcome 1.2.2

Explain personal viewpoints in clear and meaningful ways and revise previous understanding

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Grade 3 Specific Outcome 1.2.2

Explore personal and others' opinions and understandings

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 1.2.2 a. Explores personal and others' opinions, understandings, and ideas (concepts)**

talking, retelling, role playing, dramatizing, writing, questioning, journaling, logging, reflecting, ...

May say, "Isn't it a bit like things falling? Things always fall to the earth, they do not fall up into the sky. So, something is pulling them down. ... but I don't understand why things in rockets that go to the moon float in the cabins." "My aunt thinks that living in Edmonton would be the same as living in Yellowknife. Would it be?" "What is the difference between first class and third class, like they talk about on the Titanic? Why is money so important? Do we still do that to people in our world?"

- 1.2.2 b. Explains personal opinions, understandings, and ideas (concepts)**

talking, retelling, role playing, dramatizing, writing, questioning, journaling, logging, reflecting, ...

May say, "I think ... because ...", "To give food to poor people is to be kind or generous. The man in the story gave food to the poor people. He is like the Salvation Army that gives baskets to families that need help at Christmas. I think we should make a plan to help people out in our school." "When I saw on TV how kids were working in factories, I asked my parents if we could adopt a foster child. Could our class adopt one?"

Grade 4 Specific Outcome 1.2.2

Express new concepts and understanding in own words and explain their opinions

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

- 1.2.2 a. Explains personal opinions, understandings, and ideas (concepts)**

talking, retelling, sketching, dramatizing, writing, organizing, representing, journaling, reflecting, questioning, responding, revisiting, researching, ...

May say, "The author of this newspaper article seems to think that it is OK to kill as many moose or caribou as you want. But we know that lots of whales are now extinct because of over killing or harvesting. I think that the government is right to control how many moose we kill and how big the fish are that we can keep." "I think ...", "If we listen to that newspaper article, wouldn't we be doing the same as the whalers did if we take what we want or don't listen to the laws?"

- 1.2.2 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.**

- 1.2.2 c. Begins to compare own and others' opinions and ideas (in oral, print, and other media texts)**

See Synthesize Information (3.3.4)

May say, "I think that I agree with the Renewable Officer about the oil pipeline. He's right; it is an environmental issue. He showed on the maps that the migration paths of the caribou have changed since we have a pipeline in the MacKenzie Delta. If we had to vote right now, I think I would vote against a pipeline." "I am not sure I understand why you would drink diet pop when it is so full of chemicals, like aspartame. I think you should just drink the regular stuff. But, that team's presentation made it sound like they thought that the chemicals were better for us than the sugar. So what's worse?"

Explain Opinions

Grade 5 Specific Outcome 1.2.2

Explain the importance of linking personal perceptions

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student ...

- 1.2.2 a. *Adjusts personal opinion based on personal observations, descriptions, and interpretations*

see Express Ideas & Consider Others' Ideas (1.1.1), Cueing Systems (2.1.4), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), and Enhance Artistry (4.2.4)

conversations, journals, illustrations, paintings, sculptures, dances, songs, poems, stories, centres, readers' workshop, writers' workshop, exploratory talk, letters, scientific method, inquiry process, literature journals, science journals, anticipation guides, ...

May say, "I think ... because when I ...", "I thought she'd ... because ...", "I used to think that more exploration of our land would be good for us because it would benefit our economy. Because we learned that the Mackenzie Valley pipeline affected caribou migrations, I worry that new mines all over our Territory will cause more problems for our hunters and may not be a good idea"

- 1.2.2 b. *Adjusts and explains personal understanding of concepts by integrating others' opinions and ideas (found in oral, print, and other media texts)*

See Synthesize Information (3.3.4)

May say, "When we made our boat some people thought that we should be able to put more pennies on it if we used the same amount of foil. They said it would work if we made the base bigger and then we spread out the load evenly, not put it in just one pile. After trying that, we know that the surface area is important when we talk about things that float and those that don't."

- 1.2.2 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.**

Grade 6 Specific Outcome 1.2.2

Explain personal viewpoints in clear and meaningful ways and revise previous understanding

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

- 1.2.2 a. *Adjusts and explains personal understanding of concepts by integrating others' opinions and ideas (found in oral, print, and other media texts)*

See Synthesize Information (3.3.4)

May say, "We are working on our concept map to group the information we have about things that float and those that don't float. We listed everything we know about surface area and weight distribution and materials. We are trying to make a sentence from our information that explains why things float."

- 1.2.2 b. *Uses evidence to support revisions of previous understandings (through the exploration of other opinions, experiences, ideas (oral, print, and other media texts)*

discussions, journals, response journals, learning logs, concept web / map / frames, word splashes and charts, Venn diagrams, interviews, questions and answers, written reviews, posters, advertisements, research, science experiments, survey analyses, data analyses, debates, essays, ...

May say: "I thought that smoking only hurt yourself, but since I did "Don't be a Butthead", I realized that secondhand smoke hurts the people around you, too"; "I thought that those granola bars were a healthy snack, but when we compared the labels, some of them have as much fat and sugar as cookies! I need to pay more attention when I choose snacks"

General Outcome:

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Grade 3 Specific Outcome 1.2.2

Explore personal and others' opinions and understandings

Grade 4 Specific Outcome 1.2.2

Express new concepts and understanding in own words and explain their opinions

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

1.2.2 d. *Begins to adjust personal opinion based on personal observations and descriptions*

see Express Ideas & Consider Others' Ideas (1.1.1), Cueing Systems (2.1.4), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), and Enhance Artistry (4.2.4)

conversations, journals, illustrations, paintings, sculptures, dances, songs, poems, stories, centres, readers' workshop, writers' workshop, exploratory talk, letters, ...

May say, "We can't all hunt at the same time nor in the same places. I think that hunting rights are different for some of our families." "I think ... because when I ..."

Explain Opinions

Grade 5 Specific Outcome 1.2.2

Explain the importance of linking personal perceptions

Grade 6 Specific Outcome 1.2.2

Explain personal viewpoints in clear and meaningful ways and revise previous understanding

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student ...

By the end of Grade 6 the student ...

- 1.2.2 d. *Begins to use evidence to support revisions of previous understandings (through the exploration of other opinions, experiences, ideas (oral, print, and other media texts)*

- 1.2.2 . *Information is on previous page(s)*

discussions, journals, response journals, learning logs, concept web / map / frames, word splashes ant charts, Venn diagrams, interviews, questions and answers, written reviews, posters, advertisements, research, science experiments, survey analyses, data analyses, ...

May say, "Because I saw the destruction of the forests in BC on TV, I think we should make an effort in our class to cut down on things we get photocopied and try to use the computer more. We could also try to use both sides of our paper and recycle the paper in the photocopy room."