

General Outcome 1



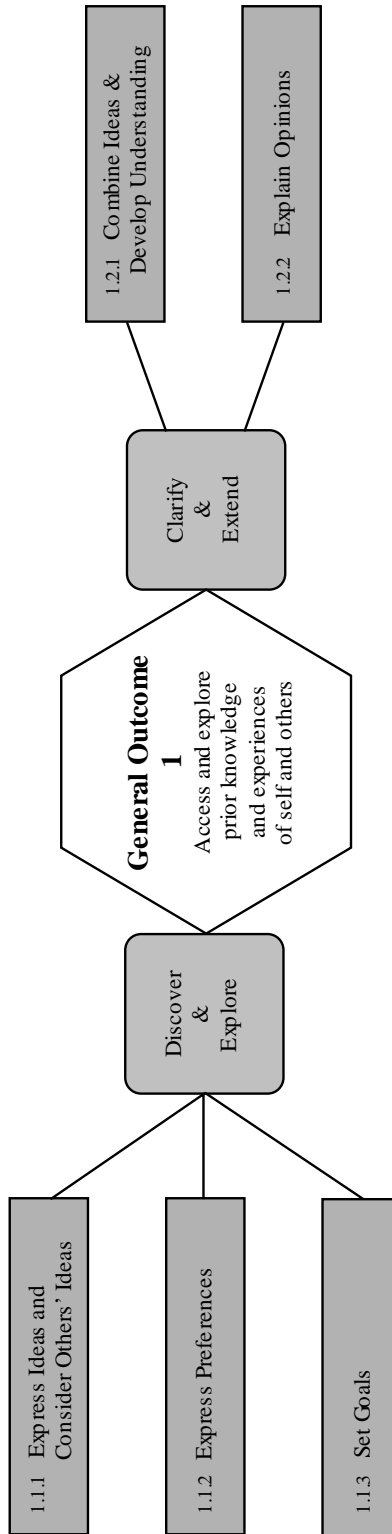
Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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.

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)

7 Specific Outcome 1.1.1

Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understanding about oral, print, and other media text

****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), ...

strategies: checking for accuracy, increasing flexibility and ability to see other points of view, persevering when the solution is not immediately apparent, using prior knowledge, using metacognition, using precise language, selecting relevant information

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

8 Specific Outcome 1.1.1

Listen critically and discuss the differences in interpretations and 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, 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), ...

strategies: checking for accuracy, increasing flexibility and ability to see other points of view, persevering when the solution is not immediately apparent, using prior knowledge, using metacognition, using precise language, selecting relevant information

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)

9 Specific Outcome 1.1.1

Listen critically and integrate others' interpretations and understandings to develop 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, text reviews, inferences, Question-Answer-Relationships (QARs), fishbone organizers, ...

strategies: checking for accuracy, increasing flexibility and ability to see other points of view, persevering when the solution is not immediately apparent, using prior knowledge, using metacognition, using precise language, selecting relevant information

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 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?"

Grade 7 Specific Outcome 1.1.1

Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understanding about oral, print, and other media text

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

1.1.1 a. Describes own observations and interpretations, including prior knowledge

May talk about impressions from movies, books, poetry, etc. "The legend is going to explain why people feel that way. That's what legends do - they explain the stuff we can't really understand." "I think that the character did that to prove a point. Once I was mean to my brother to show him how I felt. Don't you think that sometimes it is OK to do something if it helps you to explain and then things will be better? Isn't that what happened in this book?"

1.1.1 b. Reflects on own observations and interpretations

May say: "When I buy something now, I look at how much packaging there is - I think that's because of what we learned from that Michael Moore movie."; "How do you know when you buy something that says 'organic' that it really is? I always thought that companies had to tell the truth, but now I'm not so sure."

1.1.1 c. Listens respectfully and seeks others' points of view

May say: "My teacher says my iPod is going to ruin my hearing. I need to find something that will show her she's wrong."; "My mom's uncle is a shaman, but he won't ever tell me anything about it. He says I'm not ready, but I want to learn about it. I guess I need to be more patient"; "I want to know what Nasif thinks about what happened on the news last night."

1.1.1 d. Talks about connections between own and others' observations and interpretations

May say: "Bobby and I both think that Jesse was wrong to play for the slaves. I would have..."; "Sylvie shared her pictures from camp with me, when we were skinning martens. She's using them for her Historica project and I'm going to use them for a "how-to" book for the grade 2's."

1.1.1 e. Uses others' ideas, perspectives, and responses to develop personal thinking and apply understanding in a variety of situations

May say: "Do you remember when we read Visions and the way Jaime told us her grandpa used to 'see' into the past? I wonder if this is the same kind of thing with being like a medium and knowing what's happening to people?"; "Let's find the site map for this web site and see if we can figure out where it really comes from", like Sarah showed us - that way we can decide if the information is accurate."

Express Ideas and Consider Others' Ideas

Grade 8 Specific Outcome 1.1.1

Listen critically and discuss the differences in interpretations and understandings

Grade 9 Specific Outcome 1.1.1

Listen critically and integrate others' interpretations and understandings to develop personal understanding

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

1.1.1 a. *Describes and compares own observations, using prior knowledge and interpretations*

May say: "Whenever I see a problem that has two variables written like that, I always think to myself... and then I.... Or sometimes I just visualize it as a 'big picture' and that gets me started."; "I think that Walter Dean Meyers' poetry works really well as a blues piece, because of the rhythm of the language. The repetition is the same pattern as Quincy Jones' stuff."; "If the mysterium is really a symbol of evil in the world, then maybe the whole idea of tesseracting is the same thing - symbol of some kind"

1.1.1 b. *Reflects on own observations and interpretations*

May say: "Maybe I'm trying to make Jeb's character more important than it really is. Maybe Max was just mistaken about him at the beginning."

1.1.1 c. *Listens respectfully and seeks others' points of view.*

May say: "I really want Makayla to rent that movie to see what she thinks about..."; "I told my mom about what the public health nurse said about... She says that..."

1.1.1 d. *Talks about similarities and differences between own and others' observations, ideas, and interpretations.*

May say: "I don't understand why most girls only want to watch 'chick flicks'. Action movies are way better. I'd rather watch stuff than listen to all that talking."; "Nellie thinks the best summer holiday is to go to Edmonton, but I'd rather go to my uncle's cabin. She wants the new stuff, but I like learning about the old ways"; "When I look at the painting the colours make me feel cold and lonely. Simon says it makes him feel calm because it reminds him of being out in the boat on a really calm day."

1.1.1 e. *Uses others' ideas, perspectives, and responses to develop personal thinking and apply understanding in a variety of situations*

May say: "Did you know that almost half the people in our community who smoke don't think they will get lung cancer? If the statistics we found on the internet are true, then at least half of them will!"; "If we want to get kids to quit smoking, we have to give them the information. Maybe we can make a video..."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

1.1.1 a. *Describes, compares, and questions own observations and interpretations, using prior knowledge.*

May say: "If Max is really one of the 'good guys', and Ari is an evil Eraser, then where does Jeb fit into this? At the beginning of Book 1 he was good, but by the end he was evil. I wonder if that's going to change again, based on what Max finds out when she goes back to the Institute. I wonder if the author is just trying to keep me interested, or if he's using this to develop a more complicated character."; "When I listen to Jonas drum a prayer song, I can close my eyes and really feel the power. Does everybody get that feeling? Is it the same for lots of people?"; "Those are all really good points of view. We need to consider them all when we decide what we need to present."

1.1.1 b. *Reflects on own observations and interpretations.*

May say: "I thought that if the oil companies gave us more jobs, then people would have more money, and they'd be happier. But, I wonder if that's really true."

1.1.1 c. *Listens respectfully and seeks others' points of view*

May say: "Before I decide if I'm going to drama camp in Edmonton this summer, I want to talk to ..."; "We should talk to Tommy's grandpa and Brenda's auntie before we go out - they both go skiing out there a lot and they could tell us where it's not safe to cross the lake."

1.1.1 d. *Talks about relationships between own and others' observations and interpretations, considering logic and multiple viewpoints*

May say: "I think the records that athletes set when they have used drugs shouldn't count; Michael says if it's not illegal, why should it matter? He's wrong, because ..."; "We learned that there are lots of different ways of looking at the pipeline. There needs to be a balance between money and the environment." "If we know how to prevent FASD, then why can't we just do it? I think we should not allow people who are pregnant to have any booze. Sam says you can't make people do things they don't want to."

1.1.1 e. *Uses others' ideas, perspectives, and responses to develop personal thinking and apply understanding in a variety of situations.*

May say: "We keep having power outages when the ravens fly into the power lines. I wonder if they could use cages around the poles and transformers the way the thermostats are in the classrooms, to keep us from touching them."

General Outcome:

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

Grade 6 Specific Outcome 1.1.1

Engage in exploratory communication to discover own interpretation and understanding

Grade 7 Specific Outcome 1.1.1

Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understanding about oral, print, and other media text

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

1.1.1 f. *Extends 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: "Some research leads us to make different conclusions, so what does this all mean? And how do we work with that mixed up information?" "I think that the character did that to prove a point. Once I was mean to my brother to show him how I felt. Don't you think that sometimes it is OK to do something if it helps you to explain and then things will be better? Isn't that what happened in this book?"

1.1.1 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.**

1.1.1 h. *Begins to discuss the differences in personal interpretations and understandings with those of others (in oral, print, and other media text)*

May say, "In our poem about school, we were wondering if all the dark colours meant that the person was sad or if the author wanted us to think and feel that it was night." "The sounds and music used in the cartoon made me think that it was a happy time, but my partner thinks that the music was used to laugh at the character."

Express Ideas and Consider Others' Ideas

Grade 8 Specific Outcome 1.1.1

Listen critically and discuss the differences in interpretations and understandings

Grade 9 Specific Outcome 1.1.1

Listen critically and integrate others' interpretations and understandings to develop personal understanding

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

- 1.1.1 f. *Discusses the differences in personal interpretations and understandings with those of others (in oral, print, and other media text)*

May say, "I think ... because when I ... ", "I thought she'd ... because ...", "Our group is divided. Some of us feel that the poem is about loneliness and others think that the author is showing how strong the character is because she can make it on her own. What's the poem really about?" "I think that more exploration of our land would be good for us because it would benefit our economy. The presenter thinks the Mackenzie Valley pipeline affected caribou migrations and that that is not good for us even if it does bring in money. But what's better for us?"

- 1.1.1 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.**

- 1.1.1 h. *Begins to integrate others' ideas, perspectives (points of view), and responses (in oral, print, and other media texts), to develop personal understanding*

May say, "In the interview with the Premier, I learned why we should be building the diamond polishing industry here in the NWT. I used to think that it didn't matter if the diamonds were exported, but now I see that we are giving away our natural resources at a very low price." "I am not sure that I understand your point of view about stopping the MacKenzie bridge project. Both of us need to do more research to understand both sides of the story. I am going to try to find some information on the Internet. Could you talk to the Chief about how he feels and if he could explain the Deh Cho position to us?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

- 1.1.1 f. *Integrates others' ideas, perspectives (points of view), and responses (in oral, print, and other media texts), to develop personal understanding*

May say, "I think ... because..." "We saw two different ways of looking at the resource situation on the video. The Premier thinks that we should develop the diamond industry in the NWT, but the DeBeers Company is trying to convince the government to continue exporting our diamonds to their plants. I think I agree with the Premier on this one, because he is not thinking about making money like the big companies are; he is supposed to be thinking about what is best for the whole Territory." "Those are all really good points of view, we need to consider them all when we decide what we will present."

- 1.1.1 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.**

- 1.1.1 h. *Begins to revise personal understandings and / or conclusions based on new information and supporting evidence*

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, I worry that new mines all over our Territory will cause more problems for our hunters and may not be a good idea?" "When I had to write from a smoker's point of view, I found that I became very different. I had to defend what I was doing, and that was hard. What helped me was to talk with my Mom to try to understand how she got hooked, how hard it is to quit now, and how she feels with all the nonsmokers 'attacking' her."

General Outcome:

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

6 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)

7 Specific Outcome 1.1.2

Explore a variety of genres, authors and artists in oral, print, and other media texts, including those recommended by peers

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)

Express Preferences

8 Specific Outcome 1.1.2

Pursue personal interest in specific genres by particular writers, artists, storytellers, and film makers, including seeking recommendations from others

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)

9 Specific Outcome 1.1.2

Compare preferences for texts and genres, by particular writers, artists, storytellers, and film makers through discussions with peers

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 6 Specific Outcome 1.1.2

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

Grade 7 Specific Outcome 1.1.2

Explore a variety of genres, authors and artists in oral, print, and other media texts, including those recommended by peers

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."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

- 1.1.2 a. Chooses appropriate texts independently and/or following recommendations**

May say "My friend said I'd really like this book because it's written by an author I like, but it's a whole different set of characters, and I can't get into it."; "I thought this biography of Jason Spezza would be good - I really like him - but it's just all statistics, and it's boring!"; "I got this new series from Kozumi Shinozawa and it's really good. I like everything he writes."

- 1.1.2 b. Explains personal preferences using examples**

May say: "I like the way manga authors can give so much information through the drawings as well as the words. It's like reading in two different ways, and then putting the pieces together to make sense."; "I really like fantasy and sci/fi, but not that 'girlie' stuff - there needs to be lots of action, like in Eragon or Lord of the Rings"; "I read all the VC Andrews books because I liked the way some of the characters moved from book to book. I like it when you get to know a character better."

- 1.1.2 c. Highlights aspects of genres and/or forms in discussions with peers**

May say: "Manga gives you a whole different set of information - way better than you could get with just words."; "I love horror stories that make you use your imagination, instead of spelling it all out; it's the same with mysteries. I want to figure it out myself!"; "I like rap because it says what it means. You don't have to try to figure things out and think 'deeply!'"

Express Preferences

Grade 8 Specific Outcome 1.1.2

Pursue personal interest in specific genres by particular writers, artists, storytellers, and film makers, including seeking recommendations from others

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

By the end of Grade 8 the student ...

1.1.2 a. Chooses appropriate texts independently and/or following recommendations

May use recommendations from newspapers, magazines, websites (Amazon, Chapters, etc.), book chats, etc.

May say: "I saw this book on Amazon and it had really good reviews."; "We watched Freedom Writers last night because my mom thought Maggie and I would like it."; "I started to read The Crossing because it was by Gary Paulsen and I thought it would be like Hatchet. This is set in Mexico and it's about illegal immigrants. I wasn't going to finish it because it's uncomfortable to read, but then I really got into it and I had to know how it ended."

1.1.2 b. Explains personal preferences for specific genres, works, and/or authors/artists, using examples

May say: "I like to read fantasy because I can use my own imagination to escape to a totally different world that's separate from my every day life."; "I like Godson's rap - it talks about the North but in a real way that I can relate to."; "I started watching Biography with my grandma; I thought it was boring at first, but now I like learning about all different people."; "After listening to Anita Daher read from her new book, and listening to her tell the stories she based it on, I think I'd rather hear the stories than read the book."

1.1.2 c. Highlights craft and artistry of preferred genres, works, and/or authors/artists, using examples

May say: "I love the way Sharon Creech uses the kid's poetry in Love That Dog. I can just hear that kid's voice all the way through!"; "Have you noticed all the weird camera angles and sound effects they're using in CSI now? It really makes it more interesting to watch."; "I like the way Bern Will Brown makes his art work look so realistic - it's just like a picture."

Grade 9 Specific Outcome 1.1.2

Compare preferences for texts and genres, by particular writers, artists, storytellers, and film makers through discussions with peers

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

By the end of Grade 9 the student ...

1.1.2 a. Chooses appropriate texts independently and/or following recommendations

May say: "I downloaded the new Sum 41 song because everyone said how great it was, and I..."; "I got my new Teen Cosmo in the mail this week. There's an article in it on Heath Ledger."; "Who was James Dean? My dad was talking about a movie he made a long time ago. I think I'd like to watch it."

1.1.2 b. Makes and explains connections between own and others' personal preferences using examples

May say: "Jen and I both like The Sisterhood of the Traveling Pants series. I like it because it reminds me of me and my friends. Jen likes it because it's funny."; "I often choose short stories because I like the variety. Lawrie hates short stories because she says there's no 'depth' to them."; "I thought The Golden Compass was kind of like Lord of the Rings, because they're both fantasy, but Bernie says they're the same because they both look at the battle between good and evil."

1.1.2 c. Compares craft and artistry of own and others' preferred genres, works, and/or authors/artists, using examples

May say: "Both of us really like books with lots of description - I want it to be about the characters and their feelings, but Peg prefers lots of action!"; "I think that Chris Columbus was the best director of Harry Potter because of the way he introduced all the important characters and made the movie fun, but Kate thinks the third one, directed by Alfonso Cuaron was better because it had the best use of special effects and the fact that it was more mysterious."

General Outcome:

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

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**

7 Specific Outcome 1.1.3

Describe and assess 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**

Set Goals

8 Specific Outcome 1.1.3

Describe, assess, and monitor personal language 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**

9 Specific Outcome 1.1.3

Describe, assess, monitor, and reflect on attainment of personal 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 Outcome:

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

Grade 6 Specific Outcome 1.1.3

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

Grade 7 Specific Outcome 1.1.3

Describe and assess 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."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

- 1.1.3 a. Considers examples of, and participates in discussions about, the purposeful and effective use of language**

May say: "I like the way that TV commercial uses music to contrast with the words and pictures on the screen. It makes you think."; "Do you think that the tag lines we remember from movies are always the most important ones?"

- 1.1.3 b. Collaboratively develops criteria used to assess language use**

May say: "If the purpose of the presentation is to persuade people, then what should we put in our assessment rubric? It needs to look at our word choice, how we present the information, and how we thought about our audience. What else?"; "I think it's more important that you understand what you've read, rather than how fast you finish."

- 1.1.3 c. Uses strengths and challenges to set goals to improve language use**

May say: "Our presentation was good, but we could have used more precise language. That is going to be my goal for next term."; "I keep choosing books by the same author in one series. I think I need to stretch a bit and pick something different."; "I started using sticky notes to track my thinking when I'm reading, but they keep falling out. I'm going to try two-column notes, instead."

Set Goals

Grade 8 Specific Outcome 1.1.3

Describe, assess, and monitor personal language goals to enhance language learning and use

Grade 9 Specific Outcome 1.1.3

Describe, assess, monitor, and reflect on attainment of personal goals

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

- 1.1.3 a. Considers examples of, and participates in discussions about, the purposeful and effective use of language**

May say: "Did you see the headline in today's paper? I couldn't wait to read the article!"; "I thought the captions under the photographs at the museum were really good - they made me really think about what I was looking at."; "When we listened to the speeches from the student council candidates I thought Bertha's really persuaded me to vote for her."

- 1.1.3 b. Collaboratively develops and revises criteria used to assess language use**

May say: "I thought that if I just checked my word choices, that would tell me if I was writing more persuasively, but I think I also need to look at the whole piece and get another opinion."; "We said that to be effective, we needed to have lots of description, but this book doesn't use lots. It's still really clear what the author is saying, so maybe it's not about how much you use, but using it well."

- 1.1.3 c. Uses strengths and challenges to set and monitor goals to improve language use**

May say: "I need to read more non-fiction so I can get better at making sure I understand the ideas in the text. I'm going to try reading more magazines like Sports Illustrated and Hockey News."; "My research paper didn't have enough information in it. I'm going to use two column notes when I'm reading to keep track of all the information so I can include the facts as well as my opinions."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

- 1.1.3 a. Considers examples of, and participates in discussions about, the purposeful and effective use of language**

*May say: "The way Philip Pullman describes the connection between the characters and their *** is so well done. It's really 'show, not tell!"; "I'm amazed at the way those evangelists on TV can get people to send them money! They're really persuasive."*

- 1.1.3 b. Collaboratively develops and revises criteria used to assess language use**

May say: "If we want to look at effective endings in our short stories, I guess we need to consider how well it resolves the problem and ties up the loose ends."; "We spent a lot of time looking at the conventions in our writing. It's easier to read now, but the content isn't any better, so I think at least some of the process needs to look at the content and organization."

- 1.1.3 c. Uses strengths and challenges to set, monitor, and reflect on the attainment of goals to improve language use**

"We said that we would have met our goal if we could get everyone to see the picture we were describing - but because everyone makes different connections, they won't all get the same picture. We need another way to measure."

General Outcome:

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

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)

7 Specific Outcome 1.2.1

Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

Combine Ideas and Develop Understanding

8 Specific Outcome 1.2.1

Reflect on prior knowledge and experiences, and structure and restructure ideas and information in meaningful ways, in order to clarify, extend and revise conclusions and understandings

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

9 Specific Outcome 1.2.1

Structure and restructure ideas and information to extend current understandings, reflect on new understanding, identify knowledge gaps, and broaden perspectives of the world

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 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."

Grade 7 Specific Outcome 1.2.1

Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

- 1.2.1 a. *Extends questions and answers to clarify and connect others' ideas, information, and experiences (from oral, print, and other media texts)*

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. **Chooses and applies methods of organizing ideas and information that clarify main ideas**

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

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?"

- 1.2.1 c. **Recognizes that understandings and/or conclusions may change based on new information**

May say "We thought it would be good to have a shorter recess, because then we could go home sooner. When we brought it to the student council, they thought so, too. But when we went to the principal, she said that we had to have breaks during the day because that was in the Education Act. So I guess we need to think of another way."; "I was sure that Snape was a good guy, right until the end of the book. I could hardly believe it when he turned out to be evil."

Combine Ideas and Develop Understanding

Grade 8 Specific Outcome 1.2.1

Reflect on prior knowledge and experiences, and structure and restructure ideas and information in meaningful ways, in order to clarify, extend and revise conclusions and understandings

Grade 9 Specific Outcome 1.2.1

Structure and restructure ideas and information to extend current understandings, reflect on new understanding, identify knowledge gaps, and broaden perspectives of the world

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

- 1.2.1 a. Extends questions and answers to clarify, connect and reflect on others' ideas, information, and experiences (from oral, print, and other media texts)**

May ask and answer open ended questions for clarification of others' ideas: "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. Chooses and/or adapts and applies methods of organizing ideas and information that synthesize ideas from various sources**

May use: Concept of Definition maps, semantic features analysis, magnet summaries,

May say: "We are collecting examples of leadership stories from across North America. We are using a Semantic Features chart to look at characters, events, and lessons. We are going to find similarities to create our own definition of strong leadership"; "We've been doing interviews with elders about strong leaders in our communities. We recorded the information and then did magnet summaries around the key ideas"

- 1.2.1 c. Revises understandings and/or conclusions based on new information**

May say: "We thought that having shorter recess would be good for us; we wondered why the Education Act said we had to have breaks throughout the day, so we asked the MLA. We got information about how we need regular exercise throughout the day, and how that's really important for students because of increasing numbers of kids who are overweight. I guess that's why we have gym and recess every day."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

- 1.2.1 a. Extends questions and answers to clarify, connect, and reflect on others' ideas, information, and experiences (from oral, print, and other media texts)**

May ask and answer open ended questions for clarification of others' ideas: "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. Chooses, adapts, and/or creates and applies methods of organizing ideas and information that synthesize ideas from various sources**

May use: Concept of Definition maps, semantic feature analysis, magnet summaries, change frame graphic organizer, connection overview

May say: "We made a list of all the things we knew about electricity usage in our community and how the power plant works. Then we skimmed through the chapter in the text and listed the key ideas. Then we brainstormed a list of questions. If the answers aren't in the text, then we'll do some research on the NTPC website."; "We're comparing people's opinions of the best vehicle to buy. Some people choose by type of vehicle, some by the manufacturer, some by gas mileage, some by cost, and some based on the advertising."

- 1.2.1 c. Revises understandings and/or conclusions based on new information and perspectives**

May say: "Using the information from the GNWT website, we thought the the most common second language in the NWT was Tlcho, but then we read ..."; "We read that new immigrants to Quebec have to learn to speak French; why can't we make new immigrants to the NWT learn to speak Tlcho?"

General Outcome:

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

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 . *Information is on previous page(s)*

Grade 7 Specific Outcome 1.2.1

Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings

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

By the end of Grade 7 the student ...

1.2.1 d. *Applies current understandings and / or conclusions to new contexts*

May say "When we read "A Wrinkle in Time", we learned that they tesseract through time and space. I'm thinking that in "A Wind at the Door" it will be the same."; "When we watched the movie "Holes", I think it helped that we read the book first. It made it easier to figure why some of the stuff happened."; "When we read "Tracking Triple Seven" I didn't really understand the parts that were set in the camp. Since we got to visit Ekati, it makes a lot more sense."

Combine Ideas and Develop Understanding

Grade 8 Specific Outcome 1.2.1

Reflect on prior knowledge and experiences, and structure and restructure ideas and information in meaningful ways, in order to clarify, extend and revise conclusions and understandings

Grade 9 Specific Outcome 1.2.1

Structure and restructure ideas and information to extend current understandings, reflect on new understanding, identify knowledge gaps, and broaden perspectives of the world

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

By the end of Grade 8 the student ...

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

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

By the end of Grade 9 the student ...

1.2.1 . *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.

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)

7 Specific Outcome 1.2.2

Summarize and represent personal viewpoints in clear and purposeful ways

Specific Outcome Links

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

Explain Opinions

8 Specific Outcome 1.2.2

Summarize, explain, and represent personal viewpoints in clear and purposeful ways

Specific Outcome Links

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

9 Specific Outcome 1.2.2

Review and refine personal viewpoints through reflection, feedback and self-assessment

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 6 Specific Outcome 1.2.2

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

Grade 7 Specific Outcome 1.2.2

Summarize and represent personal viewpoints in clear and purposeful ways

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"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

- 1.2.2 a. Summarizes personal viewpoints with a specific audience in mind**

May say: "Spending all that money on a bridge is wrong, because ... We need to tell our MLA how we feel. We can write a letter to the editor, too"; "People shouldn't be allowed to smoke in their cars if there are kids in there. I keep telling my sister she's going to make my niece sick"

- 1.2.2 b. Uses features of oral language, visuals, and/or other media to present personal viewpoints**

May use: video, slide shows, posters, brochures, drama, dance, poetry, songs, music, rap ...

May say: "I made a poster on recycled newspaper to show how we need to recycle paper to save the forests"; "Mickey and I made up a rap with lots of moves and a fast rhythm to show how we feel about over-hunting and how that hurts all of us"; "I have a poem with lots of imagery about how racism hurts people that I want to read at assembly"

Explain Opinions

Grade 8 Specific Outcome 1.2.2

Summarize, explain, and represent personal viewpoints in clear and purposeful ways

Grade 9 Specific Outcome 1.2.2

Review and refine personal viewpoints through reflection, feedback and self-assessment

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

- 1.2.2 a. Summarizes and explains personal viewpoints with a specific audience in mind**

May say: "We've been watching NASA's exploration of Mars for several years now. Some reports show molecules that are similar to water molecules. I am starting to think that there could be life on other planets. We should have a class discussion about this."; "Our research at the CARS station shows that there has been a change in temperatures over the last ten years. Our Elders say that they remember colder winters. We read about the polar caps shrinking. Maybe we need to do a Power Point to show what we learned and share it with the Band council"

- 1.2.2 b. Uses purposefully-chosen features of oral language, visuals, and/or other media to present personal viewpoints**

May say: "I want this poem to be really powerful and have strong words, to show how I feel about the polar bears"; "We're going to have the video fade to black at the end to reinforce what happens when you drink and drive"; "Angie used lots of fast music in the middle of the dance to show how confusing all the decisions we have to make can be"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

- 1.2.2 a. Summarizes and explains personal viewpoints for the purpose of receiving feedback from a specific audience**

May say: "I don't like having to read the same book as everyone else, all the time. I think we should be allowed to choose our own novels sometimes because that makes it more interesting for me. What else can I tell Ms. Mueller to convince her to let me pick my own book?"

- 1.2.2 b. Uses purposefully-chosen features of oral language, visuals, and/or other media to present personal viewpoints and refines own ideas based on reflection and feedback**

May say: "I told Maggie how we were going to use the spooky music in the part of the play where we're all searching. She suggested we find a piece that starts out really slowly, and then gets faster and faster, to build suspense"; "I don't think that the middle part of the video is as strong as we want - the background pictures in the way of the words and is distracting from the main idea. Why don't we try it with a still background and see if that's better?"