

General Outcome 3



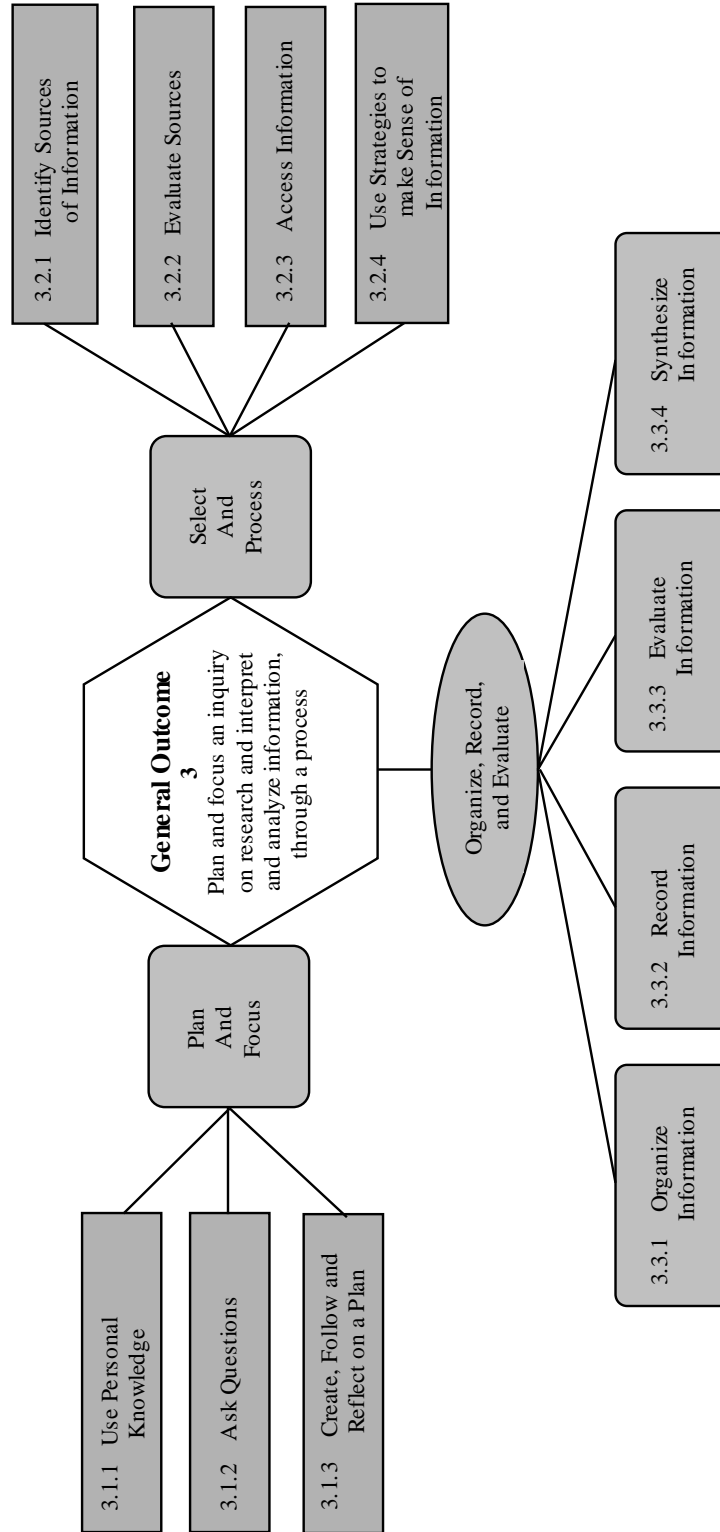
Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

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

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

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

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



General Outcome:

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

6 Specific Outcome 3.1.1

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

General Example(s)

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

Specific Outcome Links

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

7 Specific Outcome 3.1.1

Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry

General Example(s)

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

Specific Outcome Links

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

Use Personal Knowledge

8 Specific Outcome 3.1.1

Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry

General Example(s)

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

Specific Outcome Links

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

9 Specific Outcome 3.1.1

Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry

General Example(s)

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

Specific Outcome Links

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

General Outcome:

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

<p>Grade 6 Specific Outcome 3.1.1</p> <p>Summarize and focus personal knowledge of a topic to determine information needs in own and group inquiry</p>	<p>Grade 7 Specific Outcome 3.1.1</p> <p>Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 6 the student ...</p> <p>3.1.1 a. Identifies missing categories and information gaps in personal knowledge</p> <p><i>graphic organizers (Organize Information 3.3.1), clustering, Know-Want to Know-Learned (KWL), mind maps, information frames, expository outlines, ...</i></p> <p>3.1.1 b. Summarizes prior knowledge, personal information, and ideas of a topic of inquiry or research, into categories</p> <p><i>uses graphic organizers (conceptual, hierarchical, sequential, or cyclical) (Organize Information 3.3.1), Know-Want to Know-Learned (KWL), KWL-Plus, mind map, information frames, ...</i></p> <p><i>May say, "These ideas are all about how the rapids were used long ago, and these ones show what uses they could have in the future."; "All of this is really background information. This section is the really important part."</i></p> <p>3.1.1 c. Continues to use self-questioning to focus information needs</p> <p><i>learning log, inquiry notebook, experiment results, ...</i></p> <p><i>May say: "Why do I get different results from the same experiment?" "What does this tell me?" "Are my categories specific enough? Do I even have the right categories?"</i></p> <p>3.1.1 d. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>3.1.1 e. Begins to use information about missing categories and information gaps to plan the next steps of an inquiry or research</p> <p><i>May say, "I am missing information on the bear's life cycle, so I need to do some research on the Internet or talk to a Renewable Resource Officer...or maybe my Dad."</i></p>	<p>By the end of Grade 7 the student ...</p> <p>3.1.1 a. Summarizes prior personal and factual knowledge related to a topic</p> <p><i>May say: "These resources all talk about what scientists think about climate change, and over here I've mad a list of all the examples I can think of that we see right here."; "I made a list of all the groups who have land claims negotiations that are ongoing and those that are settled. I also made a list of why I think we need to have self-government."</i></p> <p>3.1.1 b. Identifies missing categories and information gaps in knowledge about a topic</p> <p><i>May say: "I have lots of information about the melting polar ice caps, but not enough on climate change in the sub-Arctic."; "I thought I knew lots about... but when my group started asking questions about it, I realized I needed to get more information."</i></p> <p>3.1.1 c. Uses self-questioning to choose a focus for inquiry</p> <p><i>May say: "I want to look at what aboriginal people did during World War 2, but there's too much information. What if I found one person from the NWT and just wrote about him?"; "Does this book really talk about what I want to know?"; "Is this film really about what I want to learn?"</i></p> <p>3.1.1 d. Uses categories, gaps in knowledge, and questions to plan next steps for inquiry</p> <p><i>May say: "I have all the background information I need for the introduction, but I don't have enough specific data, so I need to do some interviews with elders."; "I don't understand the approval processes for development they talked about in the video, so I'm going to the band office to see if they can help me."</i></p>

Use Personal Knowledge

Grade 8 Specific Outcome 3.1.1

Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry

Grade 9 Specific Outcome 3.1.1

Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

3.1.1 a. Summarizes prior personal and factual knowledge related to a topic

May say: "I know that light bends when it passes through water - that's why the paddle always looks different when it's in the water."; "Blood pressure goes up when you're stressed or angry. When my uncle gets mad, my aunt always tells him to calm down and talk his pills."

3.1.1 b. Identifies missing categories and information gaps in knowledge about a topic

May say: "I have lots of good main ideas and supporting examples for this section, but only one in this section."; "I need to get more information about the natural causes of high blood pressure."

3.1.1 c. Uses self-questioning to choose a focus for inquiry

May say: "How does... fit with...?"; "Does this information help explain my main idea?"

3.1.1 d. Uses categories, gaps in knowledge, and questions to plan next steps for inquiry

May say: "I have good examples for the positive uses of microwaves but I think I need to look at possible damage they can cause. I'll do an internet search to see what I can find."; "I need to expand the section on slavery in my research on Ancient Egypt. I'm going to look on the National Geographic website to see if I can find anything there."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

3.1.1 a. Summarizes prior personal and factual knowledge related to a topic

May say: "I have a list of the gear my grandparents use when they go out hunting in the winter. I also have a list of the survival stuff the army uses, and some stuff from online searches. Some things are the same, but some are really different."; "Here is the information I've found so far about..."

3.1.1 b. Identifies missing categories and information gaps in knowledge about a topic

May say: "I want to write about the impact of the Indian Act on aboriginal women. I have lots of stories from my mom's family, but I need to get more facts about the numbers of women who were affected and where they went."; "I used Power Notes to organize my information and I noticed I don't have any supporting details or examples for..."

3.1.1 c. Uses self-questioning to choose a focus for inquiry

May say: "I organized my information and there's too much to include in one essay. What specific points do I want to make?"; "What part of hunting and fishing rights do I really want to write about?"

3.1.1 d. Uses categories, gaps in knowledge, and questions to plan next steps for inquiry

May say: "When I look at my outline, I can see that I need... so I will..."; "I think I need to get more examples of this, to show people how it affects us, so..."

General Outcome:

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

6 Specific Outcome 3.1.2

Formulate relevant questions to focus information needs in own and group inquiry

General Example(s)

•Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, Exit slips, I wonder charts, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, I Wonder..., I Learned..., T-charts, Y-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R), Know-Want to Know-How I will Learn It-What I Learned-How I Will Apply-What Questions am I left with? (KWHLAQ), question cube, fishbone diagrams, Venn diagram, Frayer Model, Concept Webs, Outlines, ...

7 Specific Outcome 3.1.2

Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry

General Example(s)

•Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, Exit slips, I wonder charts, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, I Wonder..., I Learned..., T-charts, Y-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R), Know-Want to Know-How I will Learn It-What I Learned-How I Will Apply-What Questions am I left with? (KWHLAQ), question cube, fishbone diagrams, Venn diagram, Frayer Model, Concept Webs, Outlines, ...

Ask Questions

8 Specific Outcome 3.1.2

Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry

General Example(s)

•Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, Exit slips, I wonder charts, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, I Wonder..., I Learned..., T-charts, Y-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R), Know-Want to Know-How I will Learn It-What I Learned-How I Will Apply-What Questions am I left with? (KWHLAQ), question cube, fishbone diagrams, Venn diagram, Frayer Model, Concept Webs, Outlines, ...

9 Specific Outcome 3.1.2

Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry

General Example(s)

•Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, Exit slips, I wonder charts, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, I Wonder..., I Learned..., T-charts, Y-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R), Know-Want to Know-How I will Learn It-What I Learned-How I Will Apply-What Questions am I left with? (KWHLAQ), question cube, fishbone diagrams, Venn diagram, Frayer Model, Concept Webs, Outlines, ...

General Outcome:

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

Grade 6 Specific Outcome 3.1.2

Formulate relevant questions to focus information needs in own and group inquiry

Grade 7 Specific Outcome 3.1.2

Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

3.1.2 a. Uses a variety of broad inquiry-based (open-ended, divergent) questions to focus an inquiry

discussions, think-alouds, peer and teacher conferences, I charts, Who- What- Where- When- Why- How- (5W + H chart), Y-Chart, concept charts, brainstorming webs, outlines, graphic organizers, Know-Want to Know-Learned (KWL),...

May say: "My next question is, "Why do we need to eat foods from all of the food groups?"

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

3.1.2 c. Begins to ask relevant questions to deepen and extend thinking throughout the inquiry process

interviews, inquiry notebook, class discussions, logs, journals, ...

May say, "When we talk about how climate and weather affects the clothes we wear, don't we also have to talk about how things are different today. When there were no streets or salt on the streets, kamiks and mukluks were fine, but we had to adapt to the changes."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

3.1.2 a. Develops a variety of open-ended questions on an inquiry topic

- uses primarily "how" and "why" questions

May say: "Why would people still want to drive huge vehicles that use so much gas when...?"; "How would those changes affect us?"

3.1.2 b. Asks relevant questions to deepen and extend thinking throughout the inquiry process

May say: "I'm confused by this information. Does it mean... or ...?"; "Is the video really saying that.... or is it ...?"

Ask Questions

Grade 8 Specific Outcome 3.1.2

Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry

Grade 9 Specific Outcome 3.1.2

Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

3.1.2 a. Develops broad and specific open-ended questions on an inquiry topic

- uses primarily "how", "why", "what if...", and "if...then" questions

May say: "If most of the scientists agree about the effects of global warming, then why...?"; "How do the effects of air pollution affect our health care system?"

3.1.2 b. Generates broad and specific relevant questions to deepen and extend thinking throughout the inquiry process

May say: "I'm thinking that... so if that's true, then what...?"; "How does this information change my thinking about...?"; "How would I deal with...?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

3.1.2 a. Develops broad and specific open-ended questions on an inquiry topic

May say: "What are the effects of FASD on our Justice system?"; "How does FASD impact a person's ability to live independently?"; "In what ways might FASD be considered hereditary?"

3.1.2 b. Generates broad and specific relevant questions to deepen and extend thinking throughout the inquiry process

May say: "How can we be sure that the drug companies are really telling us the truth about immunization studies?"; "What criteria do companies use when they create warning labels or nutrition information?"; "Does this data really support the statement?"; "How could we test that theory?"

General Outcome:

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

6 Specific Outcome 3.1.3

Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry

General Example(s)

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

Specific Outcome Links

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

7 Specific Outcome 3.1.3

Create, follow, and reflect on plans to collect, record, and synthesize information in own and group inquiry

Specific Outcome Links

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

Create , Follow, and Reflect on a Plan

8 Specific Outcome 3.1.3

Create and /or adapt and reflect on plans to collect, record, and synthesize information in own and group inquiry

Specific Outcome Links

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

9 Specific Outcome 3.1.3

Create and/or adapt and evaluate plans to collect, record, and synthesize information in own and group inquiry

Specific Outcome Links

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

General Outcome:

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

Grade 6 Specific Outcome 3.1.3

Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry

Grade 7 Specific Outcome 3.1.3

Create, follow, and reflect on plans to collect, record, and synthesize information in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

3.1.3 a. Identifies a purpose and audience

May say, "We are planning to meet the Minister of the Environment to talk about the oil pipeline that is planned for the Mackenzie Delta. Right now, we are putting together our questions and concerns and we are surveying our community for their opinions."

3.1.3 b. Uses appropriate strategy for accessing and gathering information

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

Conversations, brainstorming, talking, task charts, webs, key words, phrases, and icons, primary sources, questioning and interviewing, observations, Know-Want to Know-Learned (KWL), Know-Want to Know-How I am going to learn it -Learned (KWHL), Who-What-Where-When-Why-How (5Ws + H), graphic organizers or frames, inquiry/research response sheet, inquiry Process, Big Six, I-Search, KWL-Plus (KWL +), ...

May say, "We need current information about the moose population and we don't have a local biologist; so let's do an Internet search through Renewable Resources and e-mail their expert."; "I'm going to use an outline frame to organize my information."; "I think a herringbone frame would work for this project."

3.1.3 c. Records relevant information using the selected method

Diagrams, lists, graphs, journals, logs, inquiry notebooks, charts, webs, T-charts, math equations, observation charts, Venn diagrams, concept webs, outline, graphic organizers, Know-Want to Know-How I learned-Learned (KWHL), inquiry/research response sheet, 2-column notes, mind map, ...

May say, "Right now we have a lot of information about the different plants and animals in the ponds around town. We need to organize those into categories and then find out if those exist in different climates of the world."; "Let's put the population data for each animal onto this chart."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

3.1.3 a. Identifies purpose and audience for the inquiry

May say: "We are going to look at different family structures around the world, to show that there isn't just one right kind of family. Then we're going to share that information with the primary classes, to..."

3.1.3 b. Chooses appropriate strategies for collecting and recording information

Diagrams, lists, graphs, journals, logs, inquiry notebooks, charts, webs, T-charts, math equations, observation charts, Venn diagrams, concept webs, outline, graphic organizers, Know-Want to Know-How I learned-Learned (KWHL), inquiry/research response sheet, 2-column notes, mind map, Power Notes ...

May say: "We put the key ideas into the power notes, then added examples under each one for support."; "We have to remember to write our observations in the log, as well as entering the measurement data each day."

3.1.3 c. Chooses strategies and formats for organizing, synthesizing, and sharing inquiry information

Diagrams, lists, graphs, journals, logs, inquiry notebooks, charts, webs, T-charts, math equations, observation charts, Venn diagrams, concept webs, outline, graphic organizers, Know-Want to Know-How I learned-Learned (KWHL), inquiry/research response sheet, 2-column notes, mind map, Power Notes ...

May say: "Here is all the information from the survey. How can we present it in a way that will make sense to the other students?"

3.1.3 d. Creates a plan to meet a specified time frame for inquiry

day timer, time frames, agenda books, electronic agenda, PDA,...

3.1.3 e. Reflects on the plan during and at end of inquiry

May say: "We should have checked our progress more often against the time line. We waited too long, and now we're really far behind."; "We're ahead of where we thought we'd be right now. What should we do?"

Create , Follow, and Reflect on a Plan

Grade 8 Specific Outcome 3.1.3

Create and /or adapt and reflect on plans to collect, record, and synthesize information in own and group inquiry

Grade 9 Specific Outcome 3.1.3

Create and/or adapt and evaluate plans to collect, record, and synthesize information in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

- 3.1.3 a. *Identifies purpose and audience for the inquiry*

- 3.1.3 b. *Chooses and/or adapts and reflects on use of strategies for collecting and recording information*
May say: "We wanted to use a RAN chart but we found that it didn't let us organize into main ideas and supporting details, so we switched to Power Notes."

- 3.1.3 c. *Chooses and/or adapts strategies and formats for organizing, synthesizing, and sharing inquiry information*
May say: "We have lots of information on these sheets. Most of the sources gave the same data, but there were a couple that were different. How can we present that there is more than one viewpoint about this?"

- 3.1.3 d. *Creates a plan to meet a specified time frame for inquiry*

- 3.1.3 e. *Reflects on the plan during and at end of inquiry*
learning log, journal, conference, discussion, checklist...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

- 3.1.3 a. *Identifies purpose and audience for the inquiry*

- 3.1.3 b. *Chooses, adapts, and evaluates use of strategies for collecting and recording information*
May say: "I used jot notes on index cards to record my information. Then I took the cards and organized them the way I was going to write the essay. The index cards let me rearrange the order of my ideas, which was good."

- 3.1.3 c. *Chooses and/or adapts strategies and formats for organizing, synthesizing, and sharing inquiry information*
May say: "If we want to make sure that people understand the dangers of drinking while you're pregnant, what key messages should we share? And how is the best way to do that?"

- 3.1.3 d. *Creates a plan to meet a specified time frame for inquiry*

- 3.1.3 e. *Reflects on the plan during inquiry and evaluates the plan at end of inquiry*
May say: "I thought that doing the internet search would go faster, but we had a hard time finding the information we wanted because there was so much stuff to go through and we didn't take the time to make sure we had precise search words. Next time..."

General Outcome:

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

Grade 6 Specific Outcome 3.1.3

Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry

Grade 7 Specific Outcome 3.1.3

Create, follow, and reflect on plans to collect, record, and synthesize information in own and group inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

3.1.3 d. Creates a plan and time line to meet a specified time frame for inquiry

Inquiry process, Big Six, I-Search Planner, Know-Want to Know-Learned -Plus (KWL +), scientific method, webs, inquiry charts, outlines, ...

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

day timer, time frames, agenda books, ...

May say, "If we have two weeks to get our project done, we need to get our plants and animals classified with the help of the biologist right away, because it might take us a couple of days to track down experts. That will allow us a full week to research which plants and animals are found in other climate zones. It will leave us barely enough time to get the presentation ready, unless one of us works on that piece while the rest of us take on other jobs."

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

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

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

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

May say: "If we want to include all these graphs and diagrams in our presentation, maybe we should do a PowerPoint so everyone can see it clearly."

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

May say: "I tried to use a web to record the key points for each main idea, but I made it too small and my writing got all jumbled up, and it was hard to follow."; "When we put the information we found into the chart, we could see a pattern right away."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

3.1.3 . Information is on previous page(s)

Create , Follow, and Reflect on a Plan

Grade 8 Specific Outcome 3.1.3

Create and /or adapt and reflect on plans to collect, record, and synthesize information in own and group inquiry

Grade 9 Specific Outcome 3.1.3

Create and/or adapt and evaluate plans to collect, record, and synthesize information in own and group inquiry

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

By the end of Grade 8 the student ...

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

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

By the end of Grade 9 the student ...

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

General Outcome:

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

6 Specific Outcome 3.2.1

Use a combination of primary and secondary sources to answer inquiry or research questions

General Example(s)

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

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

Specific Outcome Links

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

7 Specific Outcome 3.2.1

Identify relevant primary and secondary sources to answer inquiry or research questions

General Example(s)

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

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

Specific Outcome Links

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

Identify Sources of Information

8 Specific Outcome 3.2.1

Identify relevant primary and secondary sources to answer inquiry or research questions

General Example(s)

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

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

Specific Outcome Links

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

9 Specific Outcome 3.2.1

Identify relevant primary and secondary sources to answer inquiry or research questions

General Example(s)

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

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

Specific Outcome Links

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

General Outcome:

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

Grade 6 Specific Outcome 3.2.1

Use a combination of primary and secondary sources to answer inquiry or research questions

Grade 7 Specific Outcome 3.2.1

Identify relevant primary and secondary sources to answer inquiry or research questions

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

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

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

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

May say, "We've looked in books, videos, and went to the swamp, but none of those places help us to understand what we hear on the news about the 'West Nile Virus'. Maybe we could search for an Internet site with one of those 'Speak with an Expert' options. We also want to invite someone from the town council/band council to ask them what is planned for our town ..."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

- 3.2.1 a. *Identifies primary (experiential and/or firsthand account) and secondary (text based and/or secondhand account) sources of information relevant to inquiry topic*

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

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

May say: "I found a video and some internet sites that talk about the pollution the Tar Sands development is causing, but I can't find any relevant firsthand accounts from people who live there."

Identify Sources of Information

Grade 8 Specific Outcome 3.2.1

Identify relevant primary and secondary sources to answer inquiry or research questions

Grade 9 Specific Outcome 3.2.1

Identify relevant primary and secondary sources to answer inquiry or research questions

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

By the end of Grade 9 the student ...

3.2.1 a. Identifies primary (experiential and/or firsthand account) and secondary (text based and/or secondhand account) sources of information relevant to inquiry topic

3.2.1 a. Identifies primary(experiential and/or firsthand account) and (text based and/or secondhand account) secondary sources of information relevant to inquiry topic

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

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

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

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

May say: "My sister is in Ottawa. She says lots of people can't understand why we don't want the pipeline. They just think it will bring lots of money and be good for our economy. Lots of the editorials in the newspaper and in Maclean's magazine say the same thing."

May say: "My grandfather talks lots about when he and his brothers went through their passage to manhood. It was a lot different then, but I hope some of the things we learn at our camp will be the same. I want to talk more with my great-uncle, too."

General Outcome:

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

6 Specific Outcome 3.2.2

Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria

General Example(s)

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

7 Specific Outcome 3.2.2

Use criteria to evaluate usefulness and reliability of sources

See support documents for examples of citing sources

Evaluate Sources

8 Specific Outcome 3.2.2

Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources

9 Specific Outcome 3.2.2

Develop and use criteria to evaluate usefulness, reliability of, and perspectives and biases within, sources

General Outcome:

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

Grade 6 Specific Outcome 3.2.2

Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

- 3.2.2 a. Matches source (s) to inquiry or research purpose, using pre-established criteria (teacher directed, student directed, or group directed)**

May say, "Our group decided that we were going to make a presentation to the town/band council about where dog teams should be tied. To help us prepare, we need to contact some dog team owners and then we also need to talk to other community members to find out their opinions."

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

- 3.2.2 b. Matches source (s) to inquiry or research focus, using pre-established criteria (teacher directed, student directed, or group directed)**

May say, "We need to focus our research on sites that only talk about growth and development or maturity. Let's look for words like: prenatal, infancy or puppy stage, adolescent for us and what ever for dogs, and then adult for us and mature dog."

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

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

- 3.2.2 d. Begins to use specific criteria (currency, reliability of information, and usefulness) to evaluate the source**

May say, "We need to find some magazine articles because these encyclopedias do not have up to date information."

Grade 7 Specific Outcome 3.2.2

Use criteria to evaluate usefulness and reliability of sources

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

- 3.2.2 a. Matches source(s) to the focus and/or purpose of inquiry using criteria**

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "Rio Tinto has lots of information available at their office and on their website. It will give us some good background information on open pit mining."

- 3.2.2 b. Determines usefulness of source(s) using specific criteria**

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "The pictures in this article are great, but since we're presenting this on the radio, I don't think this article is going to be very useful."

- 3.2.2 c. Determines reliability of source(s) using specific criteria**

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "These articles from "Up Here" all have good information and pictures about the diamond mines. They are current and cite sources for their information, so we can use them in our open-pit mining research."

Evaluate Sources

Grade 8 Specific Outcome 3.2.2

Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources

Grade 9 Specific Outcome 3.2.2

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

3.2.2 a. Matches source(s) to the focus and/or purpose of inquiry using criteria developed by/with students

May say: "We said we were going to focus on smoking affects physical fitness. This pamphlet has really good information about fitness, but it's mostly focused on obesity, which doesn't really fit our prupose."

3.2.2 b. Determines usefulness of source(s) using specific criteria developed by/with students

May say: "This handout from the nursing station has lots of really specific information on testing lung capacity. We can include that when we talk about how doctors figure out the effects of smoking on your fitness level."

3.2.2 c. Determines reliability of and perspectives within source(s) using specific criteria developed by/with students

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "This website has some different information, but it's posted by the Canadian Tobacco Growers' Association, so I wonder if they are a bit biased and not a very reliable source."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

3.2.2 a. Matches source(s) to the focus and/or purpose of inquiry using criteria developed by/with students

May say: "We got some information on the internet about space tourism. We can use that to support the idea of building at new and bigger space station. That will tie into the economics piece we looked at, too - how to make it less expensive."

3.2.2 b. Determines usefulness of source(s) using specific criteria developed by/with students

May say: "This book has great pictures and lots of stats, but it's more than ten years old, so I don't think it's going to be very useful to us since we're looking at the current situation."

3.2.2 c. Determines reliability of and perspectives and biases within source(s) using specific criteria developed by/with students

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "I don't think we want to use this pamphlet from ... because they seem to have a very stereotyped view."; "This photo of the alien in the National Enquirer is funny, but it's obviously not true!"

General Outcome:

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

6 Specific Outcome 3.2.2

Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria

General Example(s)

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

7 Specific Outcome 3.2.2

Use criteria to evaluate usefulness and reliability of sources

See support documents for examples of citing sources

Evaluate Sources

8 Specific Outcome 3.2.2

Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources

9 Specific Outcome 3.2.2

Develop and use criteria to evaluate usefulness, reliability of, and perspectives and biases within, sources

General Outcome:

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

Grade 6 Specific Outcome 3.2.2

Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria

Grade 7 Specific Outcome 3.2.2

Use criteria to evaluate usefulness and reliability of sources

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

- 3.2.2 a. Matches source (s) to inquiry or research purpose, using pre-established criteria (teacher directed, student directed, or group directed)**

May say, "Our group decided that we were going to make a presentation to the town/band council about where dog teams should be tied. To help us prepare, we need to contact some dog team owners and then we also need to talk to other community members to find out their opinions."

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

- 3.2.2 b. Matches source (s) to inquiry or research focus, using pre-established criteria (teacher directed, student directed, or group directed)**

May say, "We need to focus our research on sites that only talk about growth and development or maturity. Let's look for words like: prenatal, infancy or puppy stage, adolescent for us and what ever for dogs, and then adult for us and mature dog."

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

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

- 3.2.2 d. Begins to use specific criteria (currency, reliability of information, and usefulness) to evaluate the source**

May say, "We need to find some magazine articles because these encyclopedias do not have up to date information."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

- 3.2.2 a. Matches source(s) to the focus and/or purpose of inquiry using criteria**

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "Rio Tinto has lots of information available at their office and on their website. It will give us some good background information on open pit mining."

- 3.2.2 b. Determines usefulness of source(s) using specific criteria**

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "The pictures in this article are great, but since we're presenting this on the radio, I don't think this article is going to be very useful."

- 3.2.2 c. Determines reliability of source(s) using specific criteria**

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "These articles from "Up Here" all have good information and pictures about the diamond mines. They are current and cite sources for their information, so we can use them in our open-pit mining research."

Evaluate Sources

Grade 8 Specific Outcome 3.2.2

Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources

Grade 9 Specific Outcome 3.2.2

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

3.2.2 a. Matches source(s) to the focus and/or purpose of inquiry using criteria developed by/with students

May say: "We said we were going to focus on smoking affects physical fitness. This pamphlet has really good information about fitness, but it's mostly focused on obesity, which doesn't really fit our prupose."

3.2.2 b. Determines usefulness of source(s) using specific criteria developed by/with students

May say: "This handout from the nursing station has lots of really specific information on testing lung capacity. We can include that when we talk about how doctors figure out the effects of smoking on your fitness level."

3.2.2 c. Determines reliability of and perspectives within source(s) using specific criteria developed by/with students

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "This website has some different information, but it's posted by the Canadian Tobacco Growers' Association, so I wonder if they are a bit biased and not a very reliable source."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

3.2.2 a. Matches source(s) to the focus and/or purpose of inquiry using criteria developed by/with students

May say: "We got some information on the internet about space tourism. We can use that to support the idea of building at new and bigger space station. That will tie into the economics piece we looked at, too - how to make it less expensive."

3.2.2 b. Determines usefulness of source(s) using specific criteria developed by/with students

May say: "This book has great pictures and lots of stats, but it's more than ten years old, so I don't think it's going to be very useful to us since we're looking at the current situation."

3.2.2 c. Determines reliability of and perspectives and biases within source(s) using specific criteria developed by/with students

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "I don't think we want to use this pamphlet from ... because they seem to have a very stereotyped view."; "This photo of the alien in the National Enquirer is funny, but it's obviously not true!"

General Outcome:

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

6 Specific Outcome 3.2.3

Use a variety of tools [such as bibliographies, thesauri, technology...] to access information and ideas; use visual and auditory cues [such as captions, intonation, staging...] to identify relevant information

General Example(s)

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

Specific Outcome Links

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

7 Specific Outcome 3.2.3

Use text features and references tools to identify relevant information

General Example(s)

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

Specific Outcome Links

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

Access Information

8 Specific Outcome 3.2.3

Use text features and reference tools to identify relevant information

General Example(s)

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

Specific Outcome Links

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

9 Specific Outcome 3.2.3

Use text features and reference tools to identify relevant information

General Example(s)

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

Specific Outcome Links

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

General Outcome:

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

Grade 6 Specific Outcome 3.2.3

Use a variety of tools [such as bibliographies, thesauri, technology...] to access information and ideas; use visual and auditory cues [such as captions, intonation, staging...] to identify relevant information

Grade 7 Specific Outcome 3.2.3

Use text features and references tools to identify relevant information

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

3.2.3 a. Expands repertoire of visual cues to guide the search for information

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, picture files, icons, diagrams, pop-ups, insets, pull down menus, hypertext links, scene changes, graphics, pacing, close-ups, zooms, lighting, camera angle, captions, staging, sidebars, shaded areas, margin notes, ...

3.2.3 b. Expands repertoire of auditory cues to guide the search for information

sounds, music, words, noises, pauses, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, voice overs, pause, intonations, ...

3.2.3 c. Expands repertoire of textual cues to access information

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

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

Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps, almanacs, thesauri,), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, alphabetization of resources, card and electronic catalogues, Internet search engines / tools, ...

3.2.3 e. Uses the computer to access information

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

***applicable where technology is available**

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

Internet sites, CD Roms, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

3.2.3 a. Uses a variety of text features to locate information in oral, print, and other media texts

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, picture files, icons, diagrams, pop-ups, insets, pull down menus, hypertext links, scene changes, graphics, pacing, close-ups, zooms, lighting, camera angle, captions, staging, sidebars, shaded areas, margin notes, ...

sounds, music, words, noises, pauses, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, voice overs, pause, intonations, ...

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

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

Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps, almanacs, thesauri,), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, alphabetization of resources, card and electronic catalogues, Internet search engines / tools, ...

3.2.3 c. Uses the computer to locate and access information

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

***applicable where technology is available**

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

Internet sites, CD Roms, blogs, wikis, web casts, ...

3.2.3 d. Accesses information from reference materials

conversations, calendar/agenda, number line, labels, learning centers, print and electronic dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, thesauri, spell check functions, directories, Net-directories, search engines, objects, artifacts ...

Access Information

Grade 8 Specific Outcome 3.2.3

Use text features and reference tools to identify relevant information

Grade 9 Specific Outcome 3.2.3

Use text features and reference tools to identify relevant information

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

3.2.3 a. *Uses a variety of text features, including audio and visual cues, to locate information in oral, print, and other media texts*

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, picture files, icons, diagrams, pop-ups, insets, pull down menus, hypertext links, scene changes, graphics, pacing, close-ups, zooms, lighting, camera angle, captions, staging, sidebars, shaded areas, margin notes, ...

sounds, music, words, noises, pauses, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, voice overs, pause, intonations, ...

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

3.2.3 b. *Uses the library's organizational system to locate relevant information*

Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps, almanacs, thesauri,), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, alphabetization of resources, card and electronic catalogues, Internet search engines / tools, ...

3.2.3 c. *Uses the computer to locate and access information*

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

****applicable where technology is available***

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

Internet sites, CD Roms, blogs, wikkis, web casts, ...

3.2.3 d. *Accesses information from reference materials*

conversations, calendar/agenda, number line, labels, learning centers, print and electronic dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, thesauri, spell check functions, directories, Net-directories, search engines, objects, artifacts ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

3.2.3 a. *Uses a variety of text features, including audio and visual cues, to locate information in oral, print, and other media texts*

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, picture files, icons, diagrams, pop-ups, insets, pull down menus, hypertext links, scene changes, graphics, pacing, close-ups, zooms, lighting, camera angle, captions, staging, sidebars, shaded areas, margin notes, ...

sounds, music, words, noises, pauses, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, voice overs, pause, intonations, ...

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

3.2.3 b. *Uses the library's organizational system to locate relevant information*

Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps, almanacs, thesauri,), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, alphabetization of resources, card and electronic catalogues, Internet search engines / tools, ...

3.2.3 c. *Uses the computer to locate and access information*

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

****applicable where technology is available***

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

Internet sites, CD Roms, blogs, wikkis, web casts, ...

3.2.3 d. *Accesses information from reference materials*

conversations, calendar/agenda, number line, labels, learning centers, print and electronic dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, thesauri, spell check functions, directories, Net-directories, search engines, objects, artifacts ...

General Outcome:

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

Grade 6 Specific Outcome 3.2.3

Use a variety of tools [such as bibliographies, thesauri, technology...] to access information and ideas; use visual and auditory cues [such as captions, intonation, staging...] to identify relevant information

Grade 7 Specific Outcome 3.2.3

Use text features and references tools to identify relevant information

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

3.2.3 f. *Accesses information from reference materials*

conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, print and electronic dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, junior thesaurus, thesauri, spell check functions, directories, Net-directories, multiple sources, search engines, encyclopedia, almanac, objects, artifacts...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

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

Access Information

Grade 8 Specific Outcome 3.2.3

Use text features and reference tools to identify relevant information

Grade 9 Specific Outcome 3.2.3

Use text features and reference tools to identify relevant information

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

By the end of Grade 8 the student ...

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

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

By the end of Grade 9 the student ...

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

General Outcome:

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

6 Specific Outcome 3.2.4

Use organizational patterns in texts to construct meaning and gather information

General Example(s)

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

Specific Outcome Links

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

7 Specific Outcome 3.2.4

Use strategies to understand and relate information in texts

Specific Outcome Links

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

Use Strategies to Make Sense of Information

8 Specific Outcome 3.2.4

Select and use strategies to understand and relate information in texts

Specific Outcome Links

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

9 Specific Outcome 3.2.4

Select and monitor use of strategies to understand and relate information in texts

Specific Outcome Links

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

General Outcome:

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

Grade 6 Specific Outcome 3.2.4

Use organizational patterns in texts to construct meaning and gather information

Grade 7 Specific Outcome 3.2.4

Use strategies to understand and relate information in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

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

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

May say, "This problem asks us to use the data on this chart to figure out the probability of..."

May say, "Our experiment, or lab report, has to have a hypothesis ..."

3.2.4 b. Continues to use text and textual cues, including organizational patterns, to construct meaning from oral, print, and other media text

See Access Information (3.2.3) for visual and auditory cues

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

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

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

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, compare and contrast,

3.2.4 c. Skims to gather information

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

skimming guide for non-fiction, speed reading, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

3.2.4 a. Uses prior knowledge, connections, predictions, and inferences to make sense of and relate information within and across texts

May say: "We already know that open pit mining is bad for the environment; I think the section titled 'Drawbacks' will give us more specific information about that."

3.2.4 b. Uses textual cues and organizational patterns to preview and construct meaning within and across texts

See Access Information (3.2.3) for visual and auditory cues

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

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

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

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, compare and contrast,

3.2.4 c. Selects and summarizes key ideas and details from texts related to inquiry topic

May say: " So let's make a chart with the key ideas that support the idea that open pit mining is bad for the environment. Then we can add a supporting detail and an example for each one."

Use Strategies to Make Sense of Information

Grade 8 Specific Outcome 3.2.4

Select and use strategies to understand and relate information in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

- 3.2.4 a. *Selects and uses prior knowledge, connections, predictions, and inferences to make sense of and relate information within and across texts*

May say: "We thought that the hockey players would have the best fitness levels, but the information we collected shows that soccer players did better on the lung function tests. I think we should look at the section on stamina in this book to see if that gives us some answers about why that was."

- 3.2.4 b. *Selects and uses textual cues and organizational patterns to preview and construct meaning within and across texts*

See Access Information (3.2.3) for visual and auditory cues

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

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

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

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, compare and contrast,

- 3.2.4 c. *Selects and summarizes key ideas and details from texts related to inquiry topic*

May say: "We highlighted the key ideas in these three articles, and Bobby made jot notes from the video. Now we need to put all this together in Power Notes and make sure we have supporting details for all our key points."

Grade 9 Specific Outcome 3.2.4

Select and monitor use of strategies to understand and relate information in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

- 3.2.4 a. *Monitors selection and use of prior knowledge, connections, predictions, and inferences to make sense of and relate information within and across texts*

May say: "See if you can connect what we know about hypothermia from the video to what Alexis said when we saw him last week. We need to make sure that we tie our science stuff to the traditional knowledge."

- 3.2.4 b. *Monitors selection and use of textual cues and organizational patterns to preview and construct meaning within and across texts*

See Access Information (3.2.3) for visual and auditory cues

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

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

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

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, compare and contrast,

- 3.2.4 c. *Selects and summarizes key ideas and details from texts related to inquiry topic*

May say: "Here is the MP3 recording we made of the interview with Sam's uncle. We need to summarize the main things we need to do to the sleds before we head out to Winter Camp. Let's listen to the recording and make some notes."

General Outcome:

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

Grade 6 Specific Outcome 3.2.4

Use organizational patterns in texts to construct meaning and gather information

Grade 7 Specific Outcome 3.2.4

Use strategies to understand and relate information in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

3.2.4 d. Scans to gather information

key words, dates, names, numbers, places, phrases, signal and transition words and phrases (in text, time), organizational pattern words (comparisons, contrasts, cause and effect), indices, definition, table of contents, bibliographies, captions, schedules, summaries, prefaces, math problems, precis, charts, graphs, tables, ...

highlighting, text coding, post-it notes, I spy, treasure hunts, fast forwarding, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

3.2.4 . Information is on previous page(s)

Use Strategies to Make Sense of Information

Grade 8 Specific Outcome 3.2.4

Select and use strategies to understand and relate information in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

3.2.4 . Information is on previous page(s)

Grade 9 Specific Outcome 3.2.4

Select and monitor use of strategies to understand and relate information in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

3.2.4 . Information is on previous page(s)

General Outcome:

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

6 Specific Outcome 3.3.1

Organize information and ideas using a variety of strategies and techniques

General Example(s)

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

Specific Outcome Links

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

7 Specific Outcome 3.3.1

Organize ideas and information using headings

General Example(s)

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

Specific Outcome Links

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

Organize Information

8 Specific Outcome 3.3.1

Organize ideas and information using headings

General Example(s)

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

Specific Outcome Links

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

9 Specific Outcome 3.3.1

Organize ideas and information using headings

General Example(s)

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

Specific Outcome Links

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

General Outcome:

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

<p>Grade 6 Specific Outcome 3.3.1</p> <p>Organize information and ideas using a variety of strategies and techniques</p>	<p>Grade 7 Specific Outcome 3.3.1</p> <p>Organize ideas and information using headings</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 6 the student ...</p> <p>3.3.1 a. Chooses appropriate graphic organizer, for the task (audience and purpose), from a selection, and explains choice</p> <p><i>May say, "We used a flow chart to look at the causes of cultural change in our Territory. We started with the Aboriginal peoples and looked at what has caused their cultures to change over the last century. The flow chart let us record how sometimes one change led to another."</i></p> <p>3.3.1 b. Uses graphic organizers</p> <p>**Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones</p> <p><i>graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, Herringbone frame, I-search, hierarchical map, continuum, ...</i></p> <p><i>May say, "During our group's reading conference, we talked about why the main character chose to act as he did. It doesn't tell exactly yet, so we have made a list of what we think along a continuum of events. We will check it as we read further and learn more about the character."</i></p> <p>**See Specific Outcome for list of possible strategies</p> <p>3.3.1 c. Chooses appropriate strategies from a selection</p> <p><i>May say, "We brainstormed all the possible solutions to our model airplane's crash. It might not fly because of the wing shape, the weight, We are going to change one thing on our model for each test run to fix our problem."</i></p> <p>**See Specific Outcome for list of possible strategies</p>	<p>By the end of Grade 7 the student ...</p> <p>3.3.1 a. Chooses and uses appropriate strategies and format to organize information</p> <p>*see Specific Outcome for a list of strategies</p> <p><i>graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, Herringbone frame, I-search, hierarchical map, continuum, ...</i></p> <p><i>May say "We brainstormed all the pros and cons and recorded them on this T-chart. Now we'll get evidence to support our thinking." " I made a chart that listed my sub-topics across the top and then broke it down on the side with 'key points', 'supporting details', and 'examples', so I could make sure I had all the information ready that I would need to write the essay."</i></p>

Organize Information

Grade 8 Specific Outcome 3.3.1

Organize ideas and information using headings

Grade 9 Specific Outcome 3.3.1

Organize ideas and information using headings

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

By the end of Grade 9 the student ...

3.3.1 a. Explains choice of strategies and format to record information

3.3.1 a. Chooses and evaluates use of strategies and format to record information

**See Specific Outcome for a list of strategies*

**See Specific Outcome for a list of strategies*

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

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

May say: "I chose to use sticky notes and highlighting to mark all the important pieces of information that I found."

May say: "I used Power Notes to record the main ideas and supporting details for this essay. It really helped me organize my thinking, and made it easier to actually write the draft."

General Outcome:

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

Grade 6 Specific Outcome 3.3.1

Organize information and ideas using a variety of strategies and techniques

Grade 7 Specific Outcome 3.3.1

Organize ideas and information using headings

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

By the end of Grade 6 the student ...

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

May say, "It is easy to see on our I-Search chart that we are going to find the answers to our questions about electricity. We already did a library and electronic search, so our sources are also listed. As we go, we have left a column for new questions and another for writing what we learn."

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

By the end of Grade 7 the student ...

3.3.1 . Information is on previous page(s)

Organize Information

Grade 8 Specific Outcome 3.3.1

Organize ideas and information using headings

Grade 9 Specific Outcome 3.3.1

Organize ideas and information using headings

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

By the end of Grade 8 the student ...

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

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

By the end of Grade 9 the student ...

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

General Outcome:

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

6 Specific Outcome 3.3.2

Make notes on a topic, combining information from more than one source; reference sources appropriately

Specific Outcome Links

Organize Information (3.3.1)

7 Specific Outcome 3.3.2

Record key ideas and details; cite sources appropriately

Specific Outcome Links

Organize Information (3.3.1)

Record Information

8 Specific Outcome 3.3.2

Record key ideas and details; cite sources appropriately

Specific Outcome Links

Organize Information (3.3.1)

9 Specific Outcome 3.3.2

Record key ideas and details; cite sources appropriately

Specific Outcome Links

Organize Information (3.3.1)

General Outcome:

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

Grade 6 Specific Outcome 3.3.2

Make notes on a topic, combining information from more than one source; reference sources appropriately

Grade 7 Specific Outcome 3.3.2

Record key ideas and details; cite sources appropriately

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

3.3.2 a. Selects and uses appropriate method to record information

See 3.3.1 for list of graphic organizers

May say, "Let's make a chart to record the different characteristics of mammals, birds, and reptiles. We can subdivide it into further categories if we need to."

3.3.2 b. Cites references using authors names in alphabetical order, titles, and publication dates

authors, titles, publication date, ...

May say, "Well, how do we write a bibliography if our information is from the Internet and we can't find the author or the date?"

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

3.3.2 d. Begins to make effective notes from a combination of source materials

identifying key ideas, deleting unimportant and/or repeated information, and recording supporting ideas and examples, questioning contradictory information, ...

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

See 3.3.1 for list of graphic organizers

May say: "I'm going to use an outline frame to organize my information. I am hoping that it'll help me with my organization. I find it hard to separate my ideas into paragraphs." ; "In this magazine article the author tells us that we should not worry about the West Nile Virus here in the NWT, but on the Internet Newspaper, I read that the whole country is at risk. Who should we talk to to verify our information? Then we are going to use our notes to write a pamphlet for the Nursing Station."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

3.3.2 a. Records ideas and information from one or more sources using categories with headings

See 3.3.1 for list of graphic organizers

May say "I used a magnet summary to record the key idea from each section in this video. Now I'll put them in a chart and add the supporting ideas and details so I can start looking at how I want to put the information together." "When I knew I was going to get most of my information from these two web sites and this video, I made a chart with the topic subheadings across the top to help me organize the information, with each source in a different row, so I would know where to go back and look if I wanted more information."

3.3.2 b. Cites sources of information

authors, titles, publication date, ...

Record Information

Grade 8 Specific Outcome 3.3.2

Record key ideas and details; cite sources appropriately

Grade 9 Specific Outcome 3.3.2

Record key ideas and details; cite sources appropriately

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

3.3.2 a. Explains method of recording ideas and information from one or more sources using categories with headings

May say: "I used index cards to record my ideas and information. Then I tried a few different ways of organizing them to make sure they made sense from one point to the next. The cards made it easy to move things around."

3.3.2 b. Cites sources of information

authors, titles, publication date, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

3.3.2 a. Chooses and evaluates method of recording ideas and information from one or more sources using categories with headings

May say: "I used a web to record the information, but I couldn't keep track of what information came from what source. Next time, I'll use index cards and make sure I write the source on each one."

3.3.2 b. Cites sources of information

authors, titles, publication date, ...

General Outcome:

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

6 Specific Outcome 3.3.3

Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information

Specific Outcome Links

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

7 Specific Outcome 3.3.3

Identify relevance, importance, and gaps in information within and across sources

Specific Outcome Links

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

Evaluate Information

8 Specific Outcome 3.3.3

Explain relevance, importance, perspectives, and gaps in information within and across sources

Specific Outcome Links

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

9 Specific Outcome 3.3.3

Explain and compare relevance, importance, perspectives, bias of, and gaps in information within and across sources

Specific Outcome Links

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

General Outcome:

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

Grade 6 Specific Outcome 3.3.3

Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information

Grade 7 Specific Outcome 3.3.3

Identify relevance, importance, and gaps in information within and across sources

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

3.3.3 a. Addresses information needs for task completion

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

suggesting solutions to gaps, locating additional information, planning further inquiry, ...

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

3.3.3 c. Begins to evaluate the relevance of information and ideas using specific criteria (currency, reliability of information, and usefulness)

****Keep in mind form, audience, and purpose when evaluating information**

identifying question, identifying subtopics, deleting unimportant information, recording related ideas and examples, developing guidelines to review information, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

3.3.3 a. Describes information in terms of relevance to inquiry, importance of information, and currency

****Keep in mind form, audience, and purpose when evaluating information**

identifying question, identifying subtopics, deleting unimportant information, recording related ideas and examples, developing guidelines to review information, ...

May say: "This part is really good. It lists the key ideas, and it was published just two years ago."; "Your pictures are beautiful, but they're more than ten years old. I wonder if the town has changed a lot in that time... ours certainly has!"

3.3.3 b. Identifies gaps in information

May say "Let's look at our chart now. We have supporting details for all the ideas except for the one that caribou won't cross the actual pipeline. Let's talk to the guys at ENR... maybe they can help us." " I used this chart to organize my information and collected key ideas, supporting details, and examples for each subheading. Now I can see right away where I don't have enough information."

3.3.3 c. Suggests possible perspectives within texts

May say: "The way this editorial is written really makes it sound like all teenagers are irresponsible. I wonder if it's because the editor is old."

Evaluate Information

Grade 8 Specific Outcome 3.3.3

Explain relevance, importance, perspectives, and gaps in information within and across sources

Grade 9 Specific Outcome 3.3.3

Explain and compare relevance, importance, perspectives, bias of, and gaps in information within and across sources

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

- 3.3.3 a. *Explains use of information in terms of relevance to inquiry, importance of information, and currency*

****Keep in mind form, audience, and purpose when evaluating information**

identifying question, identifying subtopics, deleting unimportant information, recording related ideas and examples, developing guidelines to review information, ...

- 3.3.3 b. *Identifies and explains gaps in information*

May say: "We have an example for each kind of weather change, but some of them are southern ones. Do we want to keep looking for northern examples?" " When I laid out all the information I had recorded on the index cards and started to look at how I wanted to organize my writing, I could see I hadn't spent enough time looking for solutions to the tar sands pollution. I think it's because there's so much stuff on how awful it is; I kind of forgot that I needed to provide some possible solutions, too."

- 3.3.3 c. *Identifies and compares perspectives within and across texts*

May say: "The way this editorial is written really makes it sound like all teenagers are irresponsible. But the letters to the editor show a different perspective. Is it because the editor is old and the letters are written by teenagers?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

- 3.3.3 a. *Explains and compares use of information in terms of relevance to inquiry, importance of information, and currency*

****Keep in mind form, audience, and purpose when evaluating information**

identifying question, identifying subtopics, deleting unimportant information, recording related ideas and examples, developing guidelines to review information, ...

- 3.3.3 b. *Identifies and explains gaps in information within and across texts*

May say: "We've looked in a bunch of different places - books, a video, and on the internet, but we can't find... Is it maybe because there's no research on that? Or are we using the wrong search words?"

- 3.3.3 c. *Identifies and compares perspectives and biases within and across texts*

May say: "The way this editorial is written really makes it sound like all teenagers are irresponsible. I wonder if the statistics they quote are really accurate. Let's do an internet search to see if we can find any unbiased support for that information."

General Outcome:

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

6 Specific Outcome 3.3.4

Relate gathered information to prior knowledge to reach conclusions or develop points of view; set goals for further inquiry

7 Specific Outcome 3.3.4

Incorporate new information with prior knowledge and identify next steps in inquiry

Synthesize Information

8 Specific Outcome 3.3.4

Incorporate new information with prior knowledge and adjust inquiry to reflect changing perspectives

9 Specific Outcome 3.3.4

Reflect on new understandings, explain applications to self and society, and adapt inquiry focus and approaches

General Outcome:

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

Grade 6 Specific Outcome 3.3.4

Relate gathered information to prior knowledge to reach conclusions or develop points of view; set goals for further inquiry

Grade 7 Specific Outcome 3.3.4

Incorporate new information with prior knowledge and identify next steps in inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

3.3.4 a. Establishes goals for further inquiry or research process

May say: "Next time I do a research project I think I should contribute more to the planning. I was frustrated this time because the project didn't go the way I wanted it to."; "We did really well collecting our information, but at the end we had too much and we couldn't agree on what to get rid of. Next time, we should have clearer criteria."

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

3.3.4 c. Begins to integrate new ideas and information to develop point of view

May say, "I think that an oil pipeline is an environmental issue because ..."

3.3.4 d. Begins to substantiate conclusions drawn from new understandings

May say, "The research I did shows that an oil pipeline is an environmental issue because ..."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

3.3.4 a. Describes how new information impacts prior knowledge of inquiry topic

May say: "My hypothesis was that... but now that I did some more research I think..."

3.3.4 b. Synthesizes information from a variety of sources to explain new understanding(s) and/or point of view about inquiry topic

May say: "Look at these different examples of open pit mining. You can see how each one shows different environmental problems..."

3.3.4 c. Makes reasoned judgments related to new understandings supported by evidence

May say: "Based on the evidence we've collected, we should be sure that there is a plan in place now to clean up the Ekati mine once the diamonds are all gone."

3.3.4 d. Generates goals for next steps in inquiry or research process

May say: "I think that I need to be more careful in making sure I record my sources when I'm taking notes. Sometimes I forget, especially with websites, and then I can't remember where I got the information."

Synthesize Information

Grade 8 Specific Outcome 3.3.4

Incorporate new information with prior knowledge and adjust inquiry to reflect changing perspectives

Grade 9 Specific Outcome 3.3.4

Reflect on new understandings, explain applications to self and society, and adapt inquiry focus and approaches

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

- 3.3.4 a. Describes how new information impacts prior knowledge of and perspectives on inquiry topic**

May say: "I can't believe how quickly your lungs can heal after you quit smoking. I always thought that once you smoked there wasn't much point in quitting but after looking at all the evidence we found I can see that's not true."

- 3.3.4 b. Synthesizes information from a variety of sources to explain new insight(s) and/or point of view about inquiry topic**

May say: "After looking at all the information about smoking and healthy lungs, I'm going to really encourage my dad and mom to quit smoking. I can show them how their lungs will get better, but also how they'll be helping me and my brothers."

- 3.3.4 c. Makes reasoned judgments related to new understandings supported by evidence**

May say: "Now that I know what is happening to my lungs when I smoke, and how they can heal, I'm going to try to quit."

- 3.3.4 d. Generates goals for next steps in inquiry or research process**

May say: "I think I need to ask more questions. I took good notes when I interviewed... but then when I got back to class, there were some parts that I realized I didn't understand really well."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

- 3.3.4 a. Describes how new information impacts prior knowledge of and perspectives on inquiry topic**

May say: "I always thought... but looking at the results from our survey, now I realize that..."

- 3.3.4 b. Synthesizes information from a variety of sources to explain and reflect on new insight(s) and/or point of view about inquiry topic**

May say: "When I started going through my grandma's old journals and watched the old videos from the National Film Board, I suddenly realized that she actually grew up in that time - I had never thought about her having to go away to school when she was so little, or not being allowed to speak her language. She had a really hard life, and I think I need to be more respectful to her."

- 3.3.4 c. Makes reasoned judgments related to new understandings supported by evidence**

May say: "I think that our results show that space tourism isn't likely to be a reality for us any time soon. It's still far too expensive and the countries like the US are not committed to expanding the space station to accommodate tourists."

- 3.3.4 d. Generates goals for inquiry or research process**

May say: "In my next science experiment, I am going to be more careful with my observation log. I didn't keep careful notes and so some of my data probably isn't as accurate as it should be. I had a hard time answering some of the audience questions, so next time I want to be better prepared."