

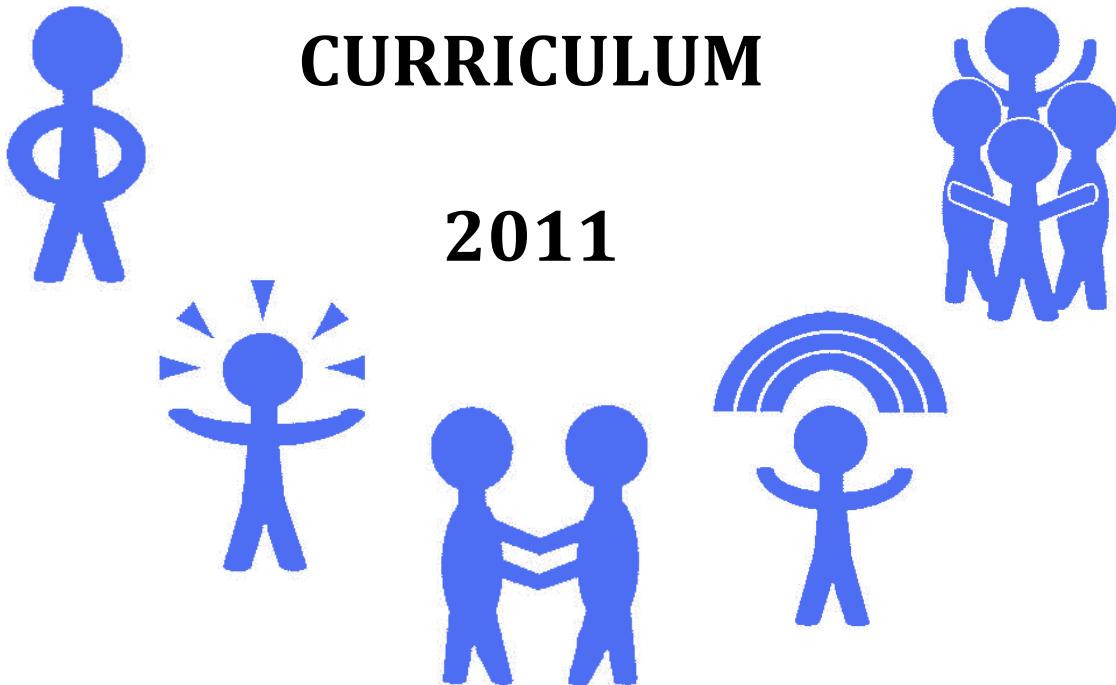
# **NORTHWEST TERRITORIES**

**Grade 7 to Grade 9**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**2011**





# ACKNOWLEDGEMENTS

The Northwest Territories Grade 7 to Grade 9 English Language Arts Curriculum (7-9 ELA) was developed through the cooperative effort of the District Education Councils, the District Education Authorities, and the Department of Education, Culture and Employment.

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**A special thanks is extended to  
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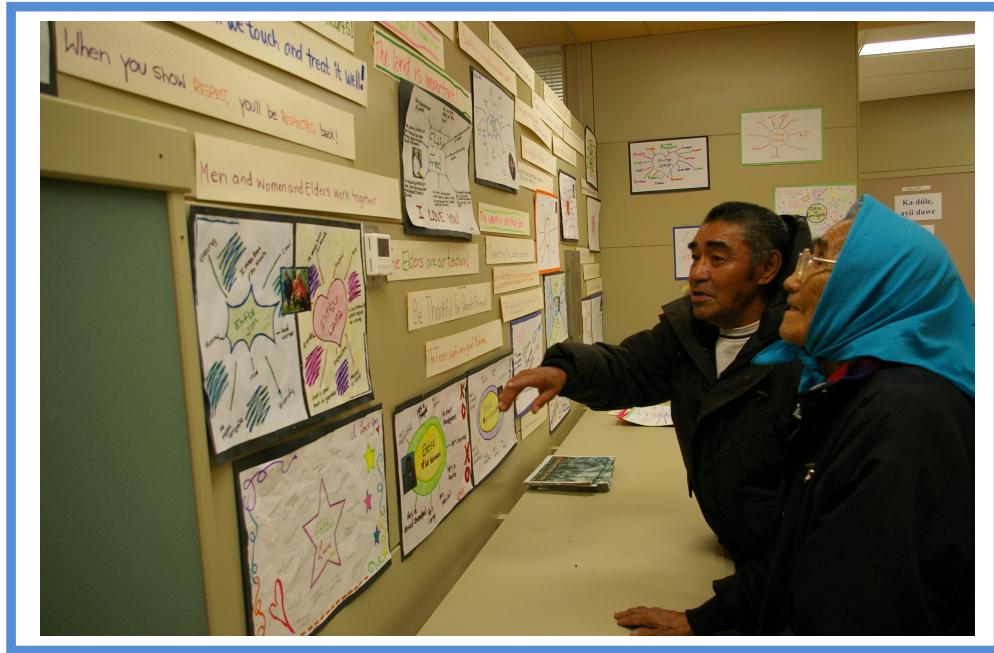


# **NORTHWEST TERRITORIES**

## **Grade 7 to Grade 9**

### **ENGLISH LANGUAGE ARTS**

#### **Section 1: Philosophy of English Language Arts**





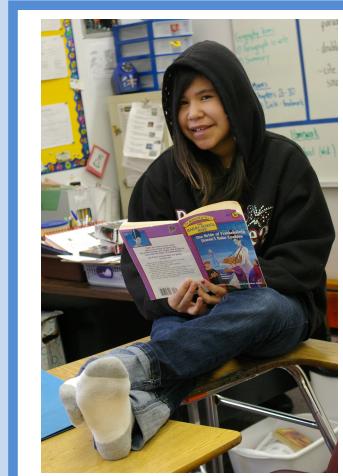
## English Language Arts History with WNCP

The Western Canadian Protocol for Collaboration in Basic Education (1998) states that the ministers of Education in the four western provinces and two territories agree to collaborate in basic education because of the importance they place on four major goals:

- a high standard of education,
- common educational goals,
- removing obstacles to the access of educational opportunities for students, including improving the ease of transfer from jurisdiction to jurisdiction, and
- the optimum use of educational resources.

*The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12*, hereafter called the WNCP ELA Curriculum Framework, was developed by the ministries of Education in Alberta, British Columbia, Manitoba, Saskatchewan, the Northwest Territories, and the Yukon Territory, in cooperation with teachers and other educators from these provinces and territories. Reaction panels composed of teachers, administrators, parents, post-secondary educators, business representatives, and members of community organizations made important contributions. The Specific Outcomes (SO) and high learning standards in the WNCP ELA Curriculum Framework are designed to prepare students for present and future language requirements.

Changes in society and technology have affected, and will continue to affect, the ways in which students use language to think, to communicate, and to learn. Students must be prepared to meet new literacy demands in Canada and the international community. The ability to use language effectively enhances students' opportunities to experience personal satisfaction and to become responsible, contributing citizens and lifelong learners.



## English Language Arts in the NWT

“One of the best measures of how we honour students’ cultures is the breadth of literature we read aloud to them and make available in the classroom.”

Reggie Routman.  
(2008).  
*Teaching Essentials*  
(p.10)

The intent of the WNCP was to provide a scaffolding of General and Specific Outcomes (GO and SO). Each jurisdiction would then develop the descriptive Learning Outcomes (LO) with which the classroom teacher, students, and parents could measure student success. As a result of this process, the Learning Outcomes (LO) developed, by each jurisdiction, would maintain the integrity of the WNCP ELA Curriculum Framework while highlighting their contexts. The NWT began the process of developing outcomes in 2002 enabling boards and districts to have a stronger voice to acknowledge the unique characteristics of their students and communities.

Education in the Northwest Territories fosters practices based on some fundamental beliefs about children and learning. It is our belief that practices that recognize and value diversity are beneficial to all children.

We believe:

- All children are unique.
- All children can learn and experience success.
- Children come to school with a vast potential for learning.
- Children bring life experiences and knowledge with them.
- Children have common needs; they also have many differences.
- All children have the right to quality learning opportunities that are challenging and suited to their individual strengths, needs, and learning styles.
- Education must be relevant and meaningful for each individual.
- Learning is a life-long process that occurs in the classroom, in the home, and in the community.
- Educating our children is a shared responsibility.

Adapted from Educating All Our Children,  
Ministerial Directive on Inclusive Schooling, 2006.

To honour the cultural diversity of our Territories as well as to celebrate the success of our students, our jurisdiction developed a working team to develop clear measurable Learning Outcomes (LO) for each Specific Outcome (SO) of the WCP (WNCP) ELA Curriculum Framework.

As a result, **common educational standards are provided for all NWT students**. The team was composed of teachers, administrators, consultants, and curriculum coordinators, representative of the District Education Authorities, District Education Councils, and Education, Culture and Employment (ECE) of the Northwest Territories.



## The NWT Context for English Language Arts

“We must honor that first language students bring to our classroom; we must understand their culture; we must learn to see — and hear — from a perspective beyond our own.

Because, indeed, peace comes in many languages”

Kylene Beers  
as cited in Beers et al. (2007).  
*Adolescent Literacy: Turning Promise into Practice.*  
(p. 125)

The Dene and Inuvialuit of the Northwest Territories have been here since “the world was new” (Blondin, 1997). The first people of the Northwest Territories had a system of education before the arrival of Europeans; traditional understandings were recorded orally in texts that were passed down and transformed through the generations. Warner (2006) contends that Aboriginal ways of knowing, “in contrast to Western educational practices, are acquired and represented through the context of place, revolving around the needs of community and the best efforts to actualize a holistic understanding of the community’s environment” (p.150).

Aboriginal ways of knowing, being and teaching and learning continue in communities throughout the NWT. The Minister of Education, Culture and Employment mandates the infusion of Dene Kede and Inuuqatigiit in all programs of study.

*Building on Our Success 2005-2015*, the strategic plan of the ECE recognizes culture, heritage and language as the foundation for learning encouraging empathy and openness when encountering different cultures. Education that fosters this foundation will foster connections between the classroom and the community.

These connections will draw from local resources and knowledge bases and recognize and respect discourse patterns of the community and cultural variations in approaches to learning. These variations are dynamic traits among people who have had specific histories and relationships to places. In ELA, teachers may wish to:

- explore the oral traditions of the community
- include print, digital and film texts by Dene, Métis, Inuvialuit and Inuit as well as other Aboriginal authors
- consider the communication forms and styles of the community. Build on strengths and bridge difficulties.
- point to differences in register in a respectful manner. Emphasizing the appropriateness of the register for the context rather than notions of “standard” and “non-standard” oral English.

# English Language Arts

## **The Nature of Language**

Language is the basis of all communication and the primary instrument of thought. Language is a social and uniquely human way of exploring and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity, and is essential for forming interpersonal relationships, extending experience, reflecting on thought and action, and contributing to a democratic society.

## **Language Acquisition and Development**

Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world. They may come to school speaking one or more language or learn another language in school. It is important to respect and build upon a child's first language. Experience in one language will benefit the learning of other languages.

In their early years, children develop language informally. Long before they understand explicit rules and conventions, children reproduce the language they hear, and use language to construct and to convey new meaning in unique ways.

Later language learning occurs in specific contexts for specific purposes such as learning about a specific subject, participating in the community, and pursuing work and leisure activities.

Language development is continuous and recursive throughout students' lives. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language and understanding.



“Our definition of reading and reading instruction are changing. And how we see the world changes as a result.

What are called “new literacies” are profoundly shaping the ways in which we view and use language....

Just think of video cameras, web editors, spreadsheets, listservs, blogs, PowerPoint, virtual worlds and dozens more. Our traditional way of thinking about and defining literacy will be insufficient if we hope to provide youngsters with what they will need to be full participants in the world of the future.”

David Booth. (2006). *Reading Doesn't Matter Anymore* (p.11/12)

By learning and incorporating new language structures and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences in language-rich environments enable students to leave school with a desire to continue to extend their knowledge, skills and interests.

## Language Learning: A Shared Responsibility

Students, parents, teachers, and the community share the responsibility for language learning. Students require ongoing opportunities to use language in its many forms. Opportunities to learn language occur first at home and are extended as children move into larger community. Schools provide environments where students continue to develop language knowledge, skills, and strategies to achieve personal, social, and academic goals.

Language development is the responsibility of all teachers. For example, subject area teachers teach the specialized language and forms of each subject. English Language Arts teachers, however, have a special role because of their focus on language, its forms, and functions. They help students develop and apply strategies for comprehending, composing, and responding in a variety of situations.



## The Importance of Language

All children come to school with rich experiences and language. Language learning is an active process. Valuing the use of both the heritage and second languages is essential for strengthening personal identities and enhancing interpersonal relationships.

The cultural diversity of our Territories offers the school system a wealth of starting points for classroom activities and language emanating from authentic experiences: our children are richer for the multiple languages of our Territories.

The Official Languages Act of the Northwest Territories recognizes: Chipewyan, Cree, Tłı̨chǫ, Gwich'in, Inuktitut (including Inuinnaqtun and Inuvialuktun), and Slavey (including North Slavey and South Slavey) in addition to English and French. Other rich cultures enhance our Territories with their languages and traditions too. The key to the celebration of each individual is to begin from his or her experience base and build a learning community together.

Just as children come to school with language, they also come as members of multiple learning communities, including the family and the extended community. The school system is another learning community that welcomes our children with their rich backgrounds.

The relationship between home and school is a reciprocal one. In building a school community, the learning environment naturally extends beyond the physical walls of any school reaching out into various communities. The dialogue between the communities shapes the learning environment. Creating the learning environment is a shared responsibility.

“Creating classroom environments that are literate, organized, purposeful, and accessible nurture literacy and foster independence.”

Debbie Miller.  
(2002).  
*Reading with Meaning: Teaching comprehension in the Primary Grades* (p. 99)

Actively involved learners are responsible for their growth. Purposeful, meaningful involvement ensures opportunities to relate to authentic situations that create a challenging and motivating learning environment. Comfortable students become risk takers and active, responsible learners. Positive learning experiences encourage lifelong learning. The foundation for lifelong learning is the culture and language that each individual brings to any learning situation.



## Thinking and Learning Through Language

Thinking, learning, and language are interrelated. From Kindergarten to Grade 12, students use language to make sense of and bring order to their world. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences, and beliefs. They make connections, anticipate possibilities, reflect upon ideas, and determine courses of action.

Language enables students to play an active role in various communities of learners within and beyond the classroom. As students, speak, write, and represent, they also listen to, read, and view the ideas and experiences of others. Critical and creative thinking and learning through language occur when students reflect, speculate, create, analyze, and synthesize.

In addition, language facilitates students' development of metacognitive awareness; that is, it enables them to reflect on and control their own thinking and learning process. Language helps students develop an awareness of the skills and strategies they need to complete learning tasks successfully and to communicate about themselves as learners.

The study of English language arts enables each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning. Students become confident and competent users of all six language arts through may opportunities to listen and speak, read and write, and view and represent in a variety of combinations and relevant contexts.

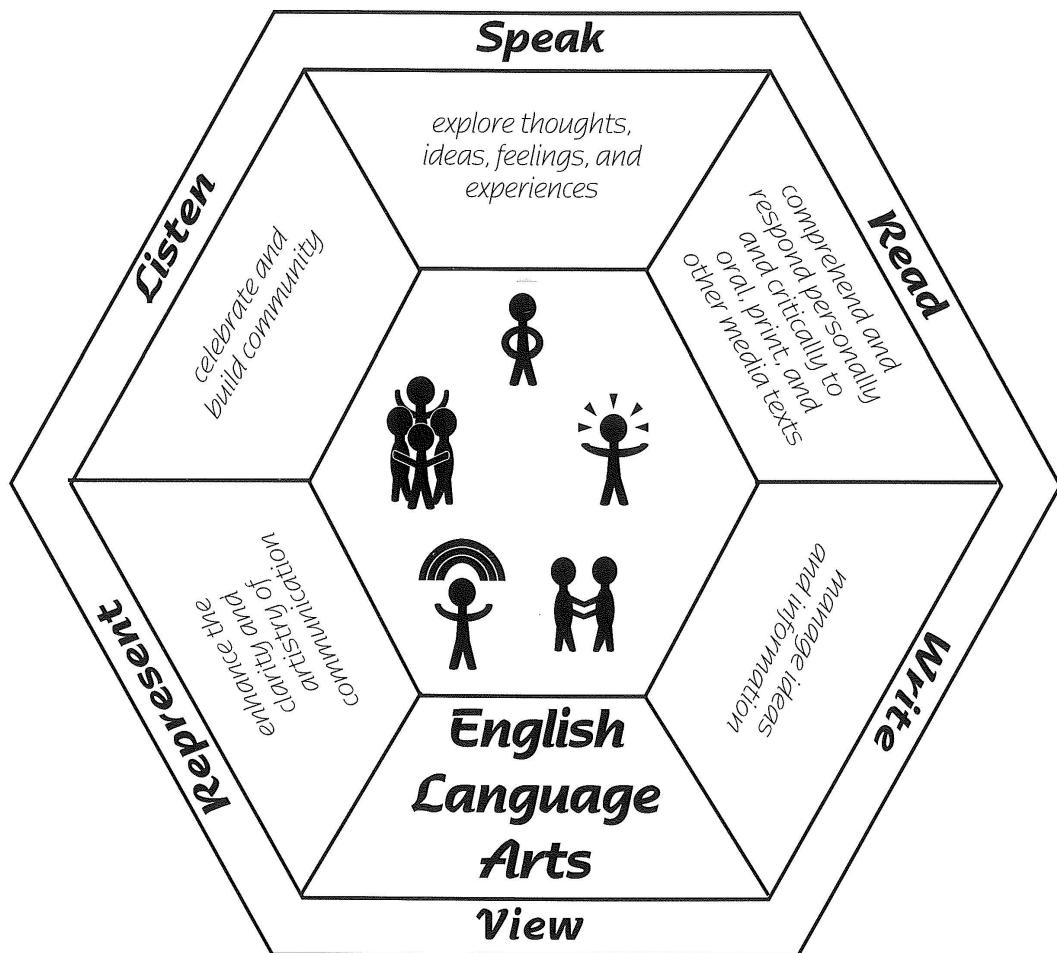
**All the language arts are interrelated and interdependent; facility in one strengthens and supports the others.** In the outcomes of this WNCP ELA Curriculum Framework, the six language arts are integrated.

“I want writing to become second nature to students. That means they have to write many genres for a variety of purposes. I want writing to be as natural for them as slipping on sandals.”

Tom Romano. (2007). *Teaching Writing from the Inside* in Beers et al. *Adolescent Literacy: Turning Promise into Practice*. (p. 171)

## Organizational Framework

The study of English language arts enables each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.



## Translating the ELA Curriculum into Practice

The WNCP ELA Curriculum Framework provides the pedagogical foundation for learning through language. The Learning Outcomes (LO) detailed in the NWT ELA Curriculum maintain the integrity of the WNCP ELA Curriculum Framework. Those Learning Outcomes (LO) are the descriptive measurables with which classroom teachers, students, and parents assess learning. The NWT ELA Curriculum serves multiple purposes and multiple audiences.

The NWT ELA Curriculum reflects the philosophy that language acquisition is not a linear event; rather it is a continuum of learning. Learning is continuous and recursive. Translating that philosophy into the classroom requires that planning and assessment flow naturally from the students' strengths and challenges. Therefore, each learning context is unique and shapes the progression through the Learning Outcomes (LO) at a different pace and in varying sequences.

The NWT ELA Curriculum is:

- a planning tool, and
- an assessment and evaluation tool.

### **The ELA Curriculum As A Planning Tool**

The NWT ELA Curriculum serves as a planning tool. From the Learning Outcomes (LO), both teachers and students can build language rich experiences to explore the knowledge, skills, and strategies expected of students from Kindergarten to Grade 12. Through on-going dialogue and on-going assessment, planning is a shared responsibility.

The information garnered is used to create balanced instructional experiences and helps to define areas where teaching, practice, or maintenance is the main emphases. That becomes the foundation that builds competence and confidence within the integrated six language arts: listening, speaking, reading, writing, viewing, and representing. Planning together and integrating the language arts validates students' strengths, challenges, and interests.

Students and teachers set goals and make plans to support student achievement. Their plans reflect the learning outcomes of many curricula.

“Choice is a critical ingredient. Students are more likely to want to do school work when they have some choice in the courses they take, in the material they study, and in the strategies they use to complete tasks.”

National Research Council  
as cited in  
Karen Hume. (2011).  
*Tuned out: Engaging the 21<sup>st</sup> Century Learner*  
(p.70)

Through a variety of instructional approaches, the Learning Outcomes (LO) are not kept separate and distinct; rather, many are integrated into all learning experiences, reaching beyond the language curriculum. A careful analysis of the learning experience determines the appropriate combination of Learning Outcomes and the series of instructional steps, which lead to proficiency and the achievement of the standards for each individual. Opportunities to revisit and practice, through a variety of authentic experiences, are necessary to maintain and refine previously learned knowledge, skills, and strategies as well as to consolidate new learnings. Planning for a balanced language experience is a shared responsibility involving all students, all teachers, parents, and the community.

The standards (Learning Outcomes) for each grade are organized along a Continuum which shows the sophistication of knowledge, skills, and strategies acquired over time. When planning, the consideration of the children's varied learning experiences, their strengths, and their challenges helps to determine where each individual is along a Continuum.

## The Optimal Learning Model

| Teaching and Learning Contexts                   | Who Holds Book/Pen | Degree of Explicitness/Support |
|--|--------------------|--------------------------------|
| <b>Celebration &amp; Assessment Are Embedded</b> |                    |                                |
| Reading and Writing Aloud                        | Teacher/Student    | Demonstration                  |
| Shared Reading and Writing Aloud                 | Teacher/Student    | Shared Demonstration           |
| Scaffolded Conversations                         |                    |                                |
| <i>gradual handover of responsibility</i>        |                    |                                |
| Guided Reading                                   |                    |                                |
| Literature Conversations                         | Student/Teacher    | Guided Practice                |
| Reading/Writing Conferences                      |                    |                                |
| Independent Reading/ Writing                     | Student/Teacher    | Independent Practice           |
| <b>Celebration &amp; Assessment Are Embedded</b> |                    |                                |

Regie Routman.(2007). *Teaching Essentials*

The structure of a Continuum acknowledges that individual learners have different beginning and end points: for instance, a student placed in a grade six classroom may be working on a combination of Learning Outcomes (LO) from grades three, grade four and grade five. Learners can attain competencies at any time and continue to grow along a learning Continuum. Therefore, each learning context is unique and shapes the progression through the Learning Outcomes at a different pace and in varying sequences.

When a Learning Outcome is attained, a learner progresses to its related Learning Outcome in the following grade; the progression is horizontal and more sophisticated across a Continuum. It is important to note that learners who are not yet proficient with specific skills need to continue with scaffolded instruction at their individual levels. It is that information that leads to informed instruction, either for the individual or for larger groups. It is necessary to consider the details of the Learning Outcomes of a grade as well as each individual's progression along the Continuum. Both assessment and evaluation inform instruction.

As a planning tool the NWT ELA Curriculum welcomes the involvement of multiple partners, on multiple levels, in the development of the learning process. The process depends heavily on student involvement through planning and self-assessment. By understanding their strengths, challenges, learning styles, and interests, students play an active role in structuring learning experiences that best meet their ever-changing needs. The recursive nature of learning requires ongoing assessment, by both student and teacher, to adjust the learning experiences accordingly along the Continuum.



## The ELA Curriculum As An Assessment and Evaluation Tool

*Educating All Our Children: Departmental Directive on Student Assessment, Evaluation, and Reporting, 2010*, defines assessment and evaluation like this:



- “Assessment is a systematic process of gathering and interpreting information about what a student knows, is able to do, and is learning to do.”
- Authentic assessment provides students with descriptions of expected performance levels and the criteria by which they will be evaluated. Students are then requested to perform, produce, or otherwise demonstrate skills that represent their learning in real life settings in and out of the classroom. Learning is exhibited over time to show evidence of progress, achievement, and application of learning.”
- Evaluation is the process of making judgments and decisions based on the interpretation of evidence gathered through assessment.”

Assessment and evaluation have different purposes; both are essential to inform instruction. Assessment refers to gathering and interpreting information for the purpose of informing teaching and to help students learn more. Assessment is the descriptive feedback used to interpret the learning.

Assessment is authentic when it combines evidence of progress, achievement, and the application of learning. By seeing strengths, understanding challenges, and setting goals, learning is enhanced.

Evaluation stems from assessment. Evaluation implies bringing meaning to that information through a complete examination of **all** of the assessment information. That analysis and reflection leads to informed instructional decisions based on the interpretation of evidence gathered through multiple assessments.

Evaluation includes the collection of information, its interpretation, and informed decision-making. Through observation and interpretation of processes and products in meaningful contexts, test scores and grades have the potential to shape the plans for a balanced learning experience; separately, test scores and grades are just information. Both assessment and evaluation inform instruction through the assessment of learning, for learning, and as learning.

Student involvement is the key to empowerment and the establishment of self-reflection processes applicable to all learning situations within and beyond the traditional educational setting. Developing the metacognitive strategies and skills to understand, analyze, and reflect on one's growth over time, builds capacity within each individual.

The ultimate goal of evaluation is to develop empowered learners who assess their growth. Through authentic experiences, meaningful, classroom-based assessment provides frequent opportunities for feedback that allows teachers and students a framework for reflection and adjustment. The resulting dialogue enhances, empowers, and celebrates learning.

Informed learners take ownership: they develop self-assessment strategies and skills, as they understand the assessment criteria and procedures. Empowered learners celebrate their identity: they build on the diverse knowledge, skills, and strategies valued in their cultural backgrounds. As learners become self-directed, their processing strategies and the quality of their product are enhanced.



English Language Arts **must** be viewed as assessing literacy through the six language arts: listening, speaking, reading, writing, viewing and representing. To guide educators, the English Language Arts Curriculum contains a variety of on-going assessment opportunities.

The suggestions provided below, are but a few ways in which to collect data about both the processes and the products of a student's learning experiences:

- Rubrics for each of the six language arts,
- Observations and anecdotal records,
- Running records and miscue analyses;
- Performance samples,
- Performance assessments,
- Learning logs and response logs,
- Self-assessments and reflections,
- Parent and peer assessments,
- Questionnaires, inventories and surveys
- Conferences and Interviews,
- Portfolios, and
- Individual Education and Modified Education Plans



# **NORTHWEST TERRITORIES**

## **Grade 7 to Grade 9**

### **ENGLISH LANGUAGE ARTS**

#### **Section 2: Curriculum Structure**





# ELA Curriculum Framework

Five General Outcomes (GO) serve as the foundation for the WNCP ELA Curriculum Framework and for the NWT English Language Arts Curriculum. General Outcomes (GO) are broad statements identifying the knowledge, skills, and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Grade 12. The General Outcomes (GO) are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences.



General Outcome 1: Students will listen, speak, read, write, view, and represent **to access and explore prior knowledge and experiences of self and others.**



General Outcome 2: Students will listen, speak, read, write, view, and represent **to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**



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, through a process.**



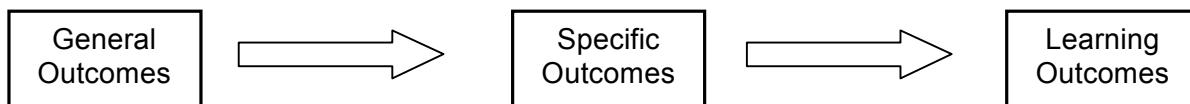
General Outcome 4: Students will listen, speak, read, write, view, and represent **to clarify and enhance oral, written, and visual forms of communication, through a process.**



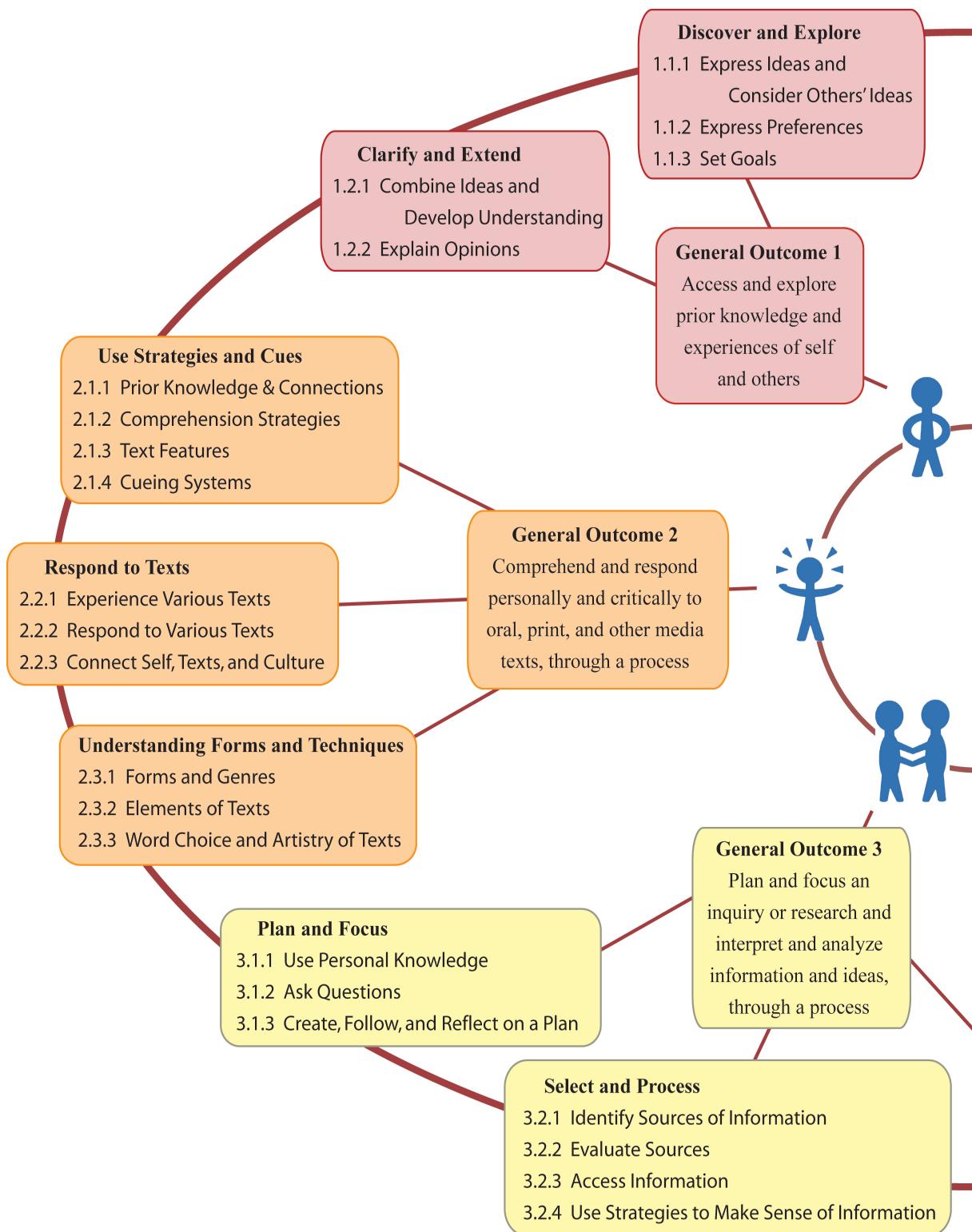
General Outcome 5: Students will listen, speak, read, write, view, and represent **to celebrate and build community within the home, school, workplace, and wider society.**

## **NWT ELA Curriculum Organizational Framework**

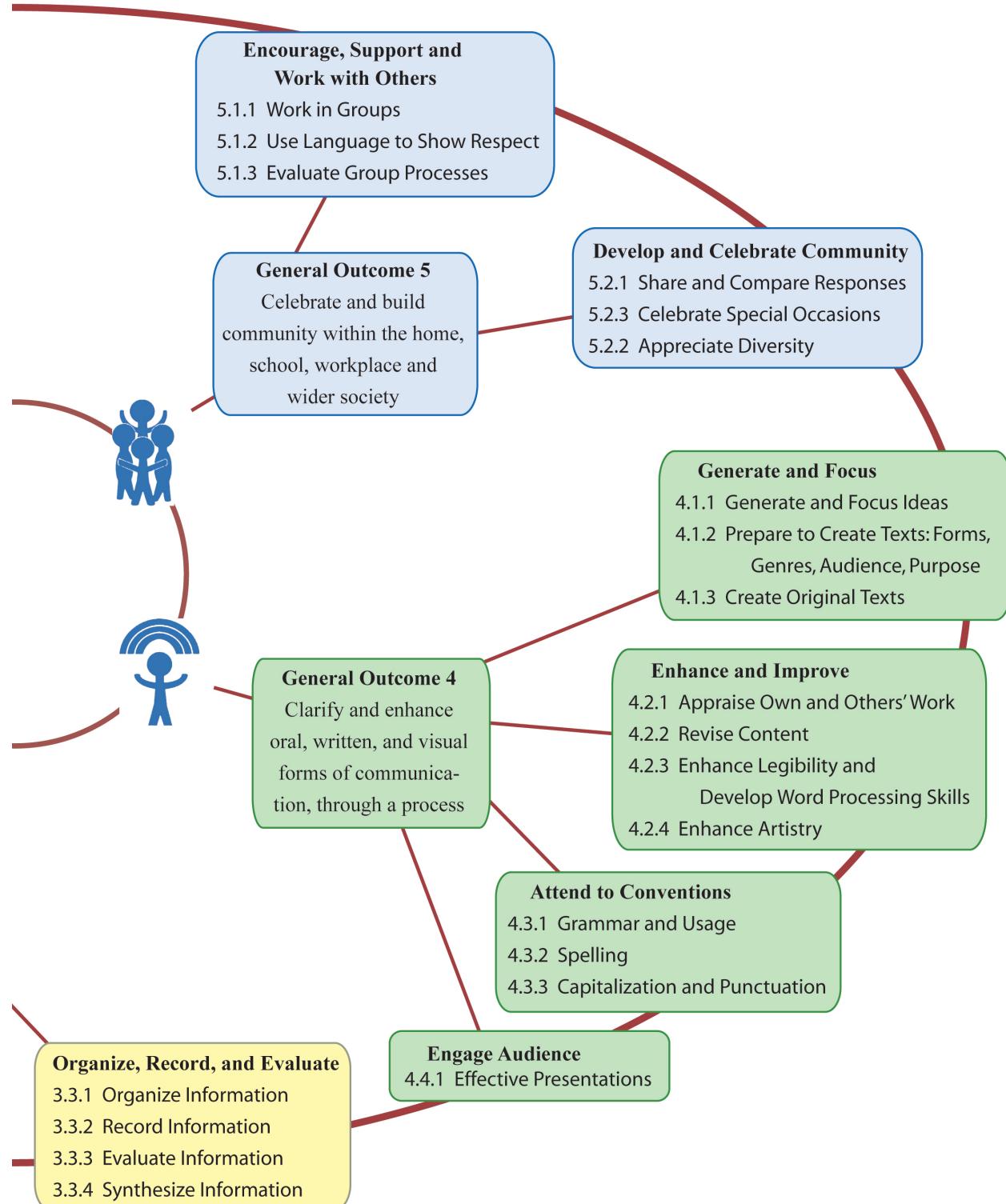
Specific Outcomes (SO) were derived from the General Outcomes (GO) of the WNCP ELA Framework. In the NWT ELA Curriculum, the Specific Outcomes are further detailed as the measurable Learning Outcomes (LO).



# Curriculum



## at a Glance





# **NORTHWEST TERRITORIES**

## **Grade 7 to Grade 9**

### **ENGLISH LANGUAGE ARTS**

#### **Section 3: 7-9 English Language Arts Continuum**





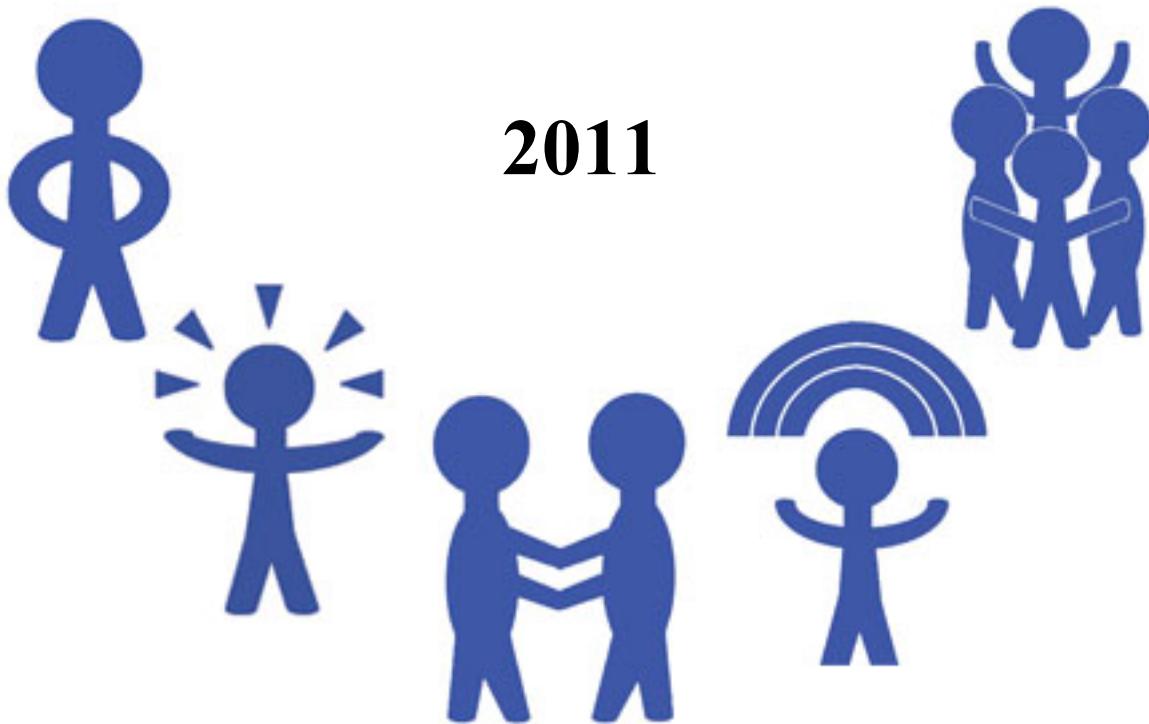
**NORTHWEST TERRITORIES**

**GRADE 6 TO GRADE 9**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

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**GENERAL OUTCOME 1**

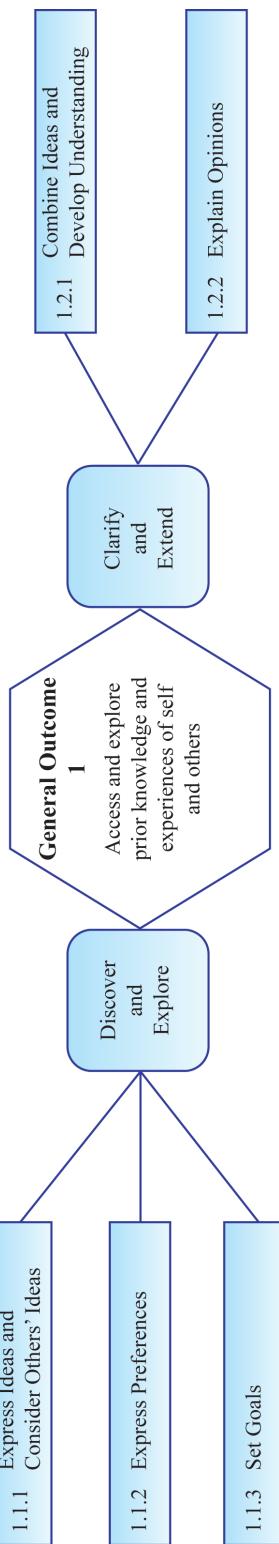
**General Outcome 1**

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

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

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

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



## General Outcome:

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

### 6 Specific Outcome 1.1.1

**Engage in exploratory communication to discover own interpretation and understanding**

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

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

\*Strategies may include:

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

#### General Example(s)

Examples may include:

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

#### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Connect Self, Texts, and Culture (2.2.3)

Ask Questions (3.1.2)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

### 7 Specific Outcome 1.1.1

**Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts**

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

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

\*Strategies may include:

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

#### General Example(s)

Examples may include:

- conversations, exploratory talk, sharing circles
- celebrations
- dramatizations, artistic representations, role plays
- text explorations, literature circles, think-alouds
- appropriate questions and comments, question strategies
- predictions, verifications, explanations, reflections
- small group discussions, conferences
- point of view writing, alternate point of view stories
- Role-Audience-Format-Topic (RAFT) activities
- inside-outside circles, Venn Diagrams
- same and different charts
- surveys, interviews
- scientific method
- anticipation guides
- inquiries, inquiry notebooks, inquiry/research response sheets, inquiry process
- journals (response logs, learning logs, dialogue journals, two-way journals, dual entry journals, reflection logs) ...

#### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Connect Self, Texts, and Culture (2.2.3)

Ask Questions (3.1.2)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

**Express Ideas and Consider Others' Ideas****8 Specific Outcome 1.1.1**

**Listen critically and discuss the differences in interpretations and understandings**

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

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

\*Strategies may include:

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

**General Example(s)**

Examples may include:

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- same and different charts
- surveys, interviews
- scientific method
- anticipation guides
- inquiries, inquiry notebooks, inquiry/research response sheets, inquiry process
- journals (response logs, learning logs, dialogue journals, two-way journals, dual entry journals, reflection logs) ...

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Connect Self, Texts, and Culture (2.2.3)

Ask Questions (3.1.2)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

**9 Specific Outcome 1.1.1**

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

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

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

\*Strategies may include:

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

**General Example(s)**

Examples may include:

- conversations, exploratory talk, sharing circles
- celebrations
- dramatizations, artistic representations, role plays
- text explorations, literature circles, think-alouds
- appropriate questions and comments, question strategies
- predictions, verifications, explanations, reflections
- small group discussions, conferences
- point of view writing, alternate point of view stories
- Role-Audience-Format-Topic (RAFT) activities
- inside-outside circles, Venn Diagrams
- same and different charts
- surveys, interviews
- scientific method
- anticipation guides
- inquiries, inquiry notebooks, inquiry/research response sheets, inquiry process
- journals (response logs, learning logs, dialogue journals, two-way journals, dual entry journals, reflection logs) ...

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Connect Self, Texts, and Culture (2.2.3)

Ask Questions (3.1.2)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

## General Outcome:

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

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 1.1.1</b></p> <p><b>Engage in exploratory communication to discover own interpretation and understanding</b></p>   | <p><b>Grade 7 Specific Outcome 1.1.1</b></p> <p><b>Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>1.1.1 a. Reflects upon and expresses conclusions, opinions, and personal interpretations</b></p> <p>Examples of question frames:<br/>"How might ...?"<br/>"I wonder if ...?"<br/>"Would it be the same as ...?"</p> <p>Examples of prediction frames:<br/>"I observe..."<br/>"I predict..."<br/>"I think..."<br/>"I now know..."</p> <p>May say:<br/>"Suppose we are stranded on a northern island. We would have to hunt animals and find ways to prepare the hides or we would freeze once our clothes got too small or wet or winter came. But on a southern island, we would have to learn to protect ourselves from the sun. I wonder if we would use animal skins or something else? So, all this means is that people all over the world, in all climates, find ways to protect themselves from the environment. Is that what we call adapting?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>1.1.1 a. Describes own observations and interpretations, including prior knowledge</b></p> <p>May talk about impressions from movies, books, poetry, etc.:<br/>"The legend is going to explain why people feel that way. That's what legends do - they explain the stuff we can't really understand."</p> <p>"I think that the character did that to prove a point. Once I was mean to my brother to show him how I felt. Don't you think that sometimes it is OK to do something if it helps you to explain and then things will be better? Isn't that what happened in this book?"</p> <p><b>1.1.1 b. Reflects on own observations and interpretations</b></p> <p>May say:<br/>"When I buy something now, I look at how much packaging there is. I think that's because of what we learned from that Michael Moore movie."</p> <p>"How do you know when you buy something that says 'organic' that it really is? I always thought that companies had to tell the truth, but now I'm not so sure."</p> <p><b>1.1.1 c. Listens respectfully, and seeks others' points of view</b></p> <p>May say:<br/>"My teacher says my iPod is going to ruin my hearing. I need to find something that will show her she's wrong."</p> <p>"My mom's uncle is a shaman, but he won't ever tell me anything about it. He says I'm not ready, but I want to learn about it. I guess I need to be more patient."</p> <p>"I want to know what Nasif thinks about what happened on the news last night."</p> |

Express Ideas and Consider Others' Ideas

**Grade 8 Specific Outcome 1.1.1**

Listen critically and discuss the differences in interpretations and understandings

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

By the end of Grade 8 the student ...

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

May say:

"Whenever I see a problem that has two variables written like that, I always think to myself..., and then I.... Or sometimes I just visualize it as a 'big picture' and that gets me started."

"I think that Walter Dean Meyers' poetry works really well as a blues piece because of the rhythm of the language. The repetition is the same pattern as Quincy Jones' stuff."

"If the mysterium is really a symbol of evil in the world, then maybe the whole idea of tesseracting is the same thing - a symbol of some kind."

1.1.1 b. Reflects on own observations and interpretations

May say:

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

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

May say:

"I really want Makayla to rent that movie to see what she thinks about..."

"I told my mom about what the public health nurse said about... She says that..."

**Grade 9 Specific Outcome 1.1.1**

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

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

By the end of Grade 9 the student ...

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

May say:

"If Max is really one of the 'good guys', and Ari is an evil Eraser, then where does Jeb fit into this? At the beginning of Book 1 he was good, but by the end he was evil. I wonder if that's going to change again, based on what Max finds out when she goes back to the Institute. I wonder if the author is just trying to keep me interested, or if he's using this to develop a more complicated character."

"When I listen to Jonas drum a prayer song, I can close my eyes and really feel the power. Does everybody get that feeling? Is it the same for lots of people?"

"Those are all really good points of view. We need to consider them all when we decide what we need to present."

1.1.1 b. Reflects on own observations and interpretations.

May say:

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

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

May say:

"Before I decide if I'm going to drama camp in Edmonton this summer I want to talk to..."

"We should talk to Tommy's grandpa and Brenda's auntie before we go out. They both go ski-dooing out there a lot and they could tell us where it's not safe to cross the lake."

## General Outcome:

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

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 1.1.1</b></p> <p>Engage in exploratory communication to discover own interpretation and understanding</p>   | <p><b>Grade 7 Specific Outcome 1.1.1</b></p> <p>Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>1.1.1 b. Extends questions and answers to clarify others' ideas, information, and experiences (from oral, print, and other media texts)</p> <p>May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation:</p> <p>"I wonder...?"</p> <p>"I don't understand why..."</p> <p>"Tell me more about..."</p> <p>"So, if..."</p> <p>"Does this mean...?"</p> <p>"What if...?"</p> <p>"What do you mean by...?"</p> <p>"Is that the same as...or would that be like...?"</p> <p>"What are you saying?"</p> <p>"I don't understand when they describe..."</p> <p>"What is the difference between what you are reading and what our guest speaker is showing us?"</p> <p>"What kinds of predictions can I make?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>1.1.1 d. Talks about connections between own and others' observations and interpretations</p> <p>May say:<br/>"Bobby and I both think that Jesse was wrong to play for the slaves. I would have..."</p> <p>"Sylvie shared her pictures from camp with me when we were skinning martens. She's using them for her Historica project and I'm going to use them for a 'how-to' book for the grade 2s."</p> <p>1.1.1 e. Uses others' ideas, perspectives, and responses to develop personal thinking and apply understandings in a variety of situations</p> <p>May say:<br/>"Do you remember when we read Visions and the way Jaime told us her grandpa used to 'see' into the past? I wonder if this is the same kind of thing with being like a medium and knowing what's happening to people?"</p> <p>"Let's find the site map for this website, like Sarah showed us, and see if we can figure out where it really comes from. That way we can decide if the information is accurate."</p> <p>1.1.1 f. Extends questions and answers to clarify others' ideas, information, and experiences (from oral, print, and other media texts)</p> <p>May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation:</p> <p>"Some research leads us to make different conclusions, so what does this all mean? And how do we work with that mixed up information?"</p> <p>"I think that the character did that to prove a point. Once I was mean to my brother to show him how I felt. Don't you think that sometimes it is OK to do something if it helps you to explain and then things will be better? Isn't that what happened in this book?"</p> |

Express Ideas and Consider Others' Ideas

**Grade 8 Specific Outcome 1.1.1**

**Listen critically and discuss the differences in interpretations and understandings**

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

**By the end of Grade 8 the student ...**

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

May say:

"I don't understand why most girls only want to watch 'chick flicks'. Action movies are way better. I'd rather watch stuff than listen to all that talking."

"Nellie thinks the best summer holiday is to go to Edmonton, but I'd rather go to my uncle's cabin. She wants the new stuff, but I like learning about the old ways."

"When I look at the painting the colours make me feel cold and lonely. Simon says it makes him feel calm because it reminds him of being out in the boat on a really calm day."

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

May say:

"Did you know that almost half the people in our community who smoke don't think they will get lung cancer? If the statistics we found on the Internet are true, then at least half of them will!"

"If we want to get kids to quit smoking, we have to give them the information. Maybe we can make a video..."

**Grade 9 Specific Outcome 1.1.1**

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

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

**By the end of Grade 9 the student ...**

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

May say:

"I think the records that athletes set when they have used drugs shouldn't count. Michael says if it's not illegal, why should it matter? He's wrong, because..."

"We learned that there are lots of different ways of looking at the pipeline. There needs to be a balance between money and the environment."

"If we know how to prevent FASD, then why can't we just do it? I think we should not allow people who are pregnant to have any booze. Sam says you can't make people do things they don't want to."

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

May say:

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

**General Outcome:**

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

|  |   |
|--|---|
| <b>Grade 6 Specific Outcome 1.1.1</b><br><br><b>Engage in exploratory communication to discover own interpretation and understanding</b>                                   | <b>Grade 7 Specific Outcome 1.1.1</b><br><br><b>Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>1.1.1 . Information is on previous page(s)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>1.1.1 g. Begins to discuss the differences in personal interpretations and understandings with those of others (in oral, print, and other media texts)</p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>May say:<br/>"In our poem about school, we were wondering if all the dark colours meant that the person was sad or if the author wanted us to think and feel that it was night."</p> <p>"The sounds and music used in the cartoon made me think that it was a happy time, but my partner thinks that the music was used to laugh at the character."</p> |

Express Ideas and Consider Others' Ideas

**Grade 8 Specific Outcome 1.1.1**

Listen critically and discuss the differences in interpretations and understandings

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

By the end of Grade 8 the student ...

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

May say:  
"I think...because when I..."

"I thought she'd...because..."

"Our group is divided. Some of us feel that the poem is about loneliness and others think that the author is showing how strong the character is because she can make it on her own. What's the poem really about?"

"I think that more exploration of our land would be good for us because it would benefit our economy. The presenter thinks the Mackenzie Valley pipeline affected caribou migrations and that that is not good for us even if it does bring in money. But what's better for us?"

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

**"Begins" indicates 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 this learning outcome independently.**

May say:  
"In the interview with the Premier, I learned why we should be building the diamond polishing industry here in the NWT. I used to think that it didn't matter if the diamonds were exported, but now I see that we are giving away our natural resources at a very low price."

"I am not sure that I understand your point of view about stopping the MacKenzie bridge project. Both of us need to do more research to understand both sides of the story. I am going to try to find some information on the Internet. Could you talk to the Chief about how he feels and if he could explain the Deh Cho position to us?"

**Grade 9 Specific Outcome 1.1.1**

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

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

By the end of Grade 9 the student ...

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

May say:  
"I think...because..."

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

"Those are all really good points of view. We need to consider them all when we decide what we will present."

**General Outcome:**

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

|   |  |
|---|--|
| <b>Grade 6 Specific Outcome 1.1.1</b><br><br>Engage in exploratory communication to discover own interpretation and understanding                                   | <b>Grade 7 Specific Outcome 1.1.1</b><br><br>Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts |
| <b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b><br><br>By the end of Grade 6 the student ...<br><br>1.1.1 . Information is on previous page(s) | <b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b><br><br>By the end of Grade 7 the student ...<br><br>1.1.1 . Information is on previous page(s)  |

Express Ideas and Consider Others' Ideas

**Grade 8 Specific Outcome 1.1.1**

Listen critically and discuss the differences in interpretations and understandings

**Grade 9 Specific Outcome 1.1.1**

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

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

By the end of Grade 8 the student ...

1.1.1 . Information is on previous page(s)

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

By the end of Grade 9 the student ...

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

"Begins" indicates 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 this learning outcome independently.

May say:

"I remember when I figured out that...; now I see something more..."

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

"When I had to write from a smoker's point of view, I found that I became very different. I had to defend what I was doing, and that was hard. What helped me was to talk with my Mom to try to understand how she got hooked, how hard it is to quit now, and how she feels with all the nonsmokers 'attacking' her."

## General Outcome:

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

### 6 Specific Outcome 1.1.2

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

\*Preferences may include:

- artistic media
- authors
- illustrators
- genres
- forms
- cultural traditions
- media representations ...

#### General Example(s)

Examples may include works\*:

- by the same author or illustrator
- related to a theme
- of the same form (cartoon, fairy tales, fables, scripts, riddles, free verse, charts, articles ...)
- of the same genre (adventures, science fictions, mysteries ...)

\* books, music, art, poems, plays, movies, ...

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

### 7 Specific Outcome 1.1.2

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

\*Preferences may include:

- artistic media
- authors
- illustrators
- genres
- forms
- cultural traditions
- media representations ...

#### General Example(s)

Examples may include works\*:

- by the same author or illustrator
- related to a theme
- of the same form (cartoon, fairy tales, fables, scripts, riddles, free verse, charts, articles ...)
- of the same genre (adventures, science fictions, mysteries ...)

\* books, music, art, poems, plays, movies, ...

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

**Express Preferences****8 Specific Outcome 1.1.2**

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

\*Preferences may include:

- artistic media
- authors
- illustrators
- genres
- forms
- cultural traditions
- media representations ...

**General Example(s)**

Examples may include works\*:

- by the same author or illustrator
- related to a theme
- of the same form (cartoon, fairy tales, fables, scripts, riddles, free verse, charts, articles ...)
- of the same genre (adventures, science fictions, mysteries ...)

\* books, music, art, poems, plays, movies, ...

**Specific Outcome Links**

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

**9 Specific Outcome 1.1.2**

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

\*Preferences may include:

- artistic media
- authors
- illustrators
- genres
- forms
- cultural traditions
- media representations ...

**General Example(s)**

Examples may include works\*:

- by the same author or illustrator
- related to a theme
- of the same form (cartoon, fairy tales, fables, scripts, riddles, free verse, charts, articles ...)
- of the same genre (adventures, science fictions, mysteries ...)

\* books, music, art, poems, plays, movies, ...

**Specific Outcome Links**

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

## General Outcome:

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

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 1.1.2</b></p> <p><b>Explain preferences for particular forms and genres of oral, print, and other media texts</b></p>  | <p><b>Grade 7 Specific Outcome 1.1.2</b></p> <p><b>Explore a variety of genres, authors, and artists in oral, print, and other media texts, including those recommended by peers</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>1.1.2 a. Chooses appropriate texts (oral, print, and other media) independently and/or following peer recommendations</b></p> <p>May have specific criteria or ideas about what texts are preferred (action sequences, character development, setting preferences, themes, etc.)</p> <p>May say:<br/>"Bobby gave me this great link to a video on YouTube that shows seal hunt protesters. You've got to see it!"</p> <p>"I started reading the Madelaine L'Engle series; I think you'd like it, too."</p> <p>"I thought I had read lots of mysteries, but the librarian gave me some titles that I have never heard of. I might check those out or put them on my list for later."</p> <p><b>1.1.2 b. Discusses preferences for particular author, genre, medium, and/or form (oral, print, or other media texts)</b></p> <p>May say:<br/>"Our literature group met to talk about what we are reading on our own. We learned the same topics are often discussed in magazines, books, novels, or in poems. I prefer to get my information in magazines because..."</p> <p>"I like watching biographies on the History channel. Those ones are my favourites because I am interested in the second world war."</p> <p>"My dad always listens to old cowboy songs. I always thought they were boring, but then I discovered that lots of them are really ballads and they tell a story. I made copies of some of them; they're pretty good."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>1.1.2 a. Chooses appropriate texts (oral, print, and other media) independently and/or following peer recommendations</b></p> <p>May say:<br/>"My friend said I'd really like this book because it's written by an author I like, but it's a whole different set of characters, and I can't get into it."</p> <p>"I thought this biography of Jason Spezza would be good - I really like him - but it's just all statistics, and it's boring!"</p> <p>"I got this new series from Kozumi Shinozawa and it's really good. I like everything he writes."</p> <p><b>1.1.2 b. Explains personal preferences for specific genres, works, and/or authors/artists (oral, print, and other media texts), using examples</b></p> <p>May say:<br/>"I like the way manga authors can give so much information through the drawings as well as the words. It's like reading in two different ways, and then putting the pieces together to make sense."</p> <p>"I really like fantasy and sci-fi, but not that 'girly' stuff - there needs to be lots of action, like in Eragon or Lord of the Rings."</p> <p>"I read all the VC Andrews books because I liked the way some of the characters moved from book to book. I like it when you get to know a character better."</p> |

Express Preferences

**Grade 8 Specific Outcome 1.1.2**

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

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

By the end of Grade 8 the student ...

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

May use recommendations from:

- newspapers
- magazines
- websites (Amazon, Chapters, etc.)
- book chats ...

May say:

"I saw this book on Amazon and it had really good reviews."

"We watched Freedom Writers last night because my mom thought Maggie and I would like it."

"I started to read The Crossing because it was by Gary Paulsen and I thought it would be like Hatchet. This is set in Mexico and it's about illegal immigrants. I wasn't going to finish it because it's uncomfortable to read, but then I really got into it and I had to know how it ended."

1.1.2 b. Explains personal preferences for specific genres, works, and/or authors/artists (oral, print, and other media), using examples

May say:

"I like to read fantasy because I can use my own imagination to escape to a totally different world that's separate from my every day life."

"I like Godson's rap. It talks about the North but in a real way that I can relate to."

"I started watching Biography with my grandma. I thought it was boring at first, but now I like learning about all different people."

"After listening to Anita Daher read from her new book, and listening to her tell the stories she based it on, I think I'd rather hear the stories than read the book."

**Grade 9 Specific Outcome 1.1.2**

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

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

By the end of Grade 9 the student ...

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

May say:

"I downloaded the new Sum 41 song because everyone said how great it was, and I..."

"I got my new Teen Cosmo in the mail this week. There's an article in it on..."

"Who was James Dean? My dad was talking about a movie he made a long time ago. I think I'd like to watch it."

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

May say:

"Jen and I both like The Sisterhood of the Traveling Pants series. I like it because it reminds me of me and my friends. Jen likes it because it's funny."

"I often choose short stories because I like the variety. Lawrie hates short stories because she says there's no 'depth' to them."

"I thought The Golden Compass was kind of like Lord of the Rings, because they're both fantasy, but Bernie says they're the same because they both look at the battle between good and evil."

**General Outcome:**

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

|   |  |
|---|--|
| <b>Grade 6 Specific Outcome 1.1.2</b><br><br><b>Explain preferences for particular forms and genres of oral, print, and other media texts</b>                       | <b>Grade 7 Specific Outcome 1.1.2</b><br><br><b>Explore a variety of genres, authors, and artists in oral, print, and other media texts, including those recommended by peers</b>  |
| <b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b><br><br>By the end of Grade 6 the student ...<br><br>1.1.2 . Information is on previous page(s) | <b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b><br><br>By the end of Grade 7 the student ...<br><br>1.1.2 c. <b>Highlights aspects of genres and/or forms (of oral, print, and other media texts) in discussions with peers</b><br><br>May say:<br>"Manga gives you a whole different set of information - way better than you could get with just words."<br><br>"I love horror stories that make you use your imagination, instead of spelling it all out. It's the same with mysteries; I want to figure it out myself!"<br><br>"I like rap because it says what it means. You don't have to try to figure things out and think 'deeply'!" |

Express Preferences

**Grade 8 Specific Outcome 1.1.2**

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

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

By the end of Grade 8 the student ...

1.1.2 c. Highlights craft and artistry of preferred genres, works, and/or authors/artists (oral, print, and other media), using examples

May say:

"I love the way Sharon Creech uses the kid's poetry in Love That Dog. I can just hear that kid's voice all the way through!"

"Have you noticed all the weird camera angles and sound effects they're using in CSI now? It really makes it more interesting to watch."

"I like the way Bern Will Brown makes his art work look so realistic - it's just like a picture."

**Grade 9 Specific Outcome 1.1.2**

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

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

By the end of Grade 9 the student ...

1.1.2 c. Compares craft and artistry of own and others' preferred genres, works, and/or authors/artists (oral, print, and other media), using examples

May say:

"Both of us really like books with lots of description - I want it to be about the characters and their feelings, but Peg prefers lots of action!"

"I think that Chris Columbus was the best director of Harry Potter because of the way he introduced all the important characters and made the movie fun, but Kate thinks the third one, directed by Alfonso Cuaron was better because it had the best use of special effects and the fact that it was more mysterious."

**General Outcome:**

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

**6 Specific Outcome 1.1.3**

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

\*Language use includes all six language arts.

\*Receiving language process stages may include:

- pre-reading/listening/viewing
- reading/listening/viewing
- responding
- exploring
- applying

\*Expressing language process stages may include:

- thinking/planning
- drafting
- writing/speaking/representing
- revising
- editing
- publishing

**General Example(s)**

Examples may include:

- conferencing
- reflective journals
- goal setting
- checklists ...

**7 Specific Outcome 1.1.3**

**Describe and assess personal language use and revise personal goals to enhance language learning and use**

\*Language use includes all six language arts.

\*Receiving language process stages may include:

- pre-reading/listening/viewing
- reading/listening/viewing
- responding
- exploring
- applying

\*Expressing language process stages may include:

- thinking/planning
- drafting
- writing/speaking/representing
- revising
- editing
- publishing

**General Example(s)**

Examples may include:

- conferencing
- reflective journals
- goal setting
- checklists ...

**Set Goals****8 Specific Outcome 1.1.3**

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

\*Language use includes all six language arts.

\*Receiving language process stages may include:

- pre-reading/listening/viewing
- reading/listening/viewing
- responding
- exploring
- applying

\*Expressing language process stages may include:

- thinking/planning
- drafting
- writing/speaking/representing
- revising
- editing
- publishing

**General Example(s)**

Examples may include:

- conferencing
- reflective journals
- goal setting
- checklists ...

**9 Specific Outcome 1.1.3**

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

\*Language use includes all six language arts.

\*Receiving language process stages may include:

- pre-reading/listening/viewing
- reading/listening/viewing
- responding
- exploring
- applying

\*Expressing language process stages may include:

- thinking/planning
- drafting
- writing/speaking/representing
- revising
- editing
- publishing

**General Example(s)**

Examples may include:

- conferencing
- reflective journals
- goal setting
- checklists ...

## General Outcome:

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

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| <p><b>Grade 6 Specific Outcome 1.1.3</b></p> <p>Reflect on personal language use and revise personal goals to enhance language learning and use</p>  | <p><b>Grade 7 Specific Outcome 1.1.3</b></p> <p>Describe and assess personal language use and revise personal goals to enhance language learning and use</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>1.1.3 a. Uses strengths and challenges to set goals to improve language use (behaviours, skills, and strategies)</b></p> <p>*Language use refers to listening, speaking, reading, writing, viewing, and representing.</p> <p>May say:<br/>"What are my strengths and weaknesses?"</p> <p>"What strategy(s) worked for me?"</p> <p>"I learned that I write much better when I get to choose the topic in writers' workshop. I am going to ask if I can choose books for reading assignments."</p> <p>"It is interesting that for this project lots more of us were involved. I think that is because we enjoyed putting our math information into building a log house."</p> <p>"Maybe we need to write real letters because we are more involved with issues."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>1.1.3 a. Considers examples of, and participates in discussions about, the purposeful and effective use of language</b></p> <p>May say:<br/>"I like the way that TV commercial uses music to contrast with the words and pictures on the screen. It makes you think."</p> <p>"Do you think that the tag lines we remember from movies are always the most important ones?"</p> <p><b>1.1.3 b. Collaboratively develops criteria to assess language use</b></p> <p>May say:<br/>"If the purpose of the presentation is to persuade people, then what should we put in our assessment rubric? It needs to look at our word choice, how we present the information, and how we thought about our audience. What else?"</p> <p>"I think it's more important that you understand what you've read, rather than how fast you finish."</p> <p>See:<br/>Synthesize Information (3.3.4)<br/>Evaluate Group Processes (5.1.3)</p> <p><b>1.1.3 c. Uses strengths and challenges to set goals to improve language use</b></p> <p>May say:<br/>"Our presentation was good, but we could have used more precise language. That is going to be my goal for next term."</p> <p>"I keep choosing books by the same author in one series. I think I need to stretch a bit and pick something different."</p> <p>"I started using sticky notes to track my thinking when I'm reading, but they keep falling out. I'm going to try two-column notes, instead."</p> |

**Set Goals**

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| <p><b>Grade 8 Specific Outcome 1.1.3</b></p> <p><b>Describe, assess, and monitor personal language goals to enhance language learning and use</b></p>  | <p><b>Grade 9 Specific Outcome 1.1.3</b></p> <p><b>Describe, assess, monitor, and reflect on attainment of personal goals</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>1.1.3 a. Considers examples of, and participates in discussions about, the purposeful and effective use of language</b></p> <p>May say:<br/>"Did you see the headline in today's paper? I couldn't wait to read the article!"</p> <p>"I thought the captions under the photographs at the museum were really good; they made me really think about what I was looking at."</p> <p>"When we listened to the speeches from the student council candidates I thought Bertha's really persuaded me to vote for her."</p> <p><b>1.1.3 b. Collaboratively develops and revises criteria to assess language use</b></p> <p>May say:<br/>"I thought that if I just checked my word choices, that would tell me if I was writing more persuasively, but I think I also need to look at the whole piece and get another opinion."</p> <p>"We said that to be effective we needed to have lots of description, but this book doesn't use lots. It's still really clear what the author is saying, so maybe it's not about how much you use, but using it well."</p> <p>See:<br/>Synthesize Information (3.3.4)<br/>Evaluate Group Processes (5.1.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>1.1.3 a. Considers examples of, and participates in discussions about, the purposeful and effective use of language</b></p> <p>May say:<br/>"The way Philip Pullman describes the connection between the characters and their...is so well done. It's really 'show, not tell'!"</p> <p>"I'm amazed at the way those evangelists on TV can get people to send them money! They're really persuasive."</p> <p><b>1.1.3 b. Collaboratively develops and revises criteria to assess language use</b></p> <p>May say:<br/>"If we want to look at effective endings in our short stories, I guess we need to consider how well the ending resolves the problem and ties up the loose ends."</p> <p>"We spent a lot of time looking at the conventions in our writing. It's easier to read now, but the content isn't any better, so I think at least some of the process needs to look at the content and organization."</p> <p>See:<br/>Synthesize Information (3.3.4)<br/>Evaluate Group Processes (5.1.3)</p> <p><b>1.1.3 c. Uses strengths and challenges to set, monitor, and reflect on the attainment of goals to improve language use</b></p> <p>May say:<br/>"We said that we would have met our goal if we could get everyone to see the picture we were describing. But because everyone makes different connections, they won't all get the same picture. We need another way to measure."</p> |

**General Outcome:**

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

|  |  |
|--|--|
| <b>Grade 6 Specific Outcome 1.1.3</b><br><br><b>Reflect on personal language use and revise personal goals to enhance language learning and use</b>  | <b>Grade 7 Specific Outcome 1.1.3</b><br><br><b>Describe and assess personal language use and revise personal goals to enhance language learning and use</b>                             |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>1.1.3 b. Sets the criteria to assess the goals set for improving language use (behaviours, skills, and strategies)</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- conferences</li><li>- buddy/partner experiences</li><li>- circles</li><li>- author/illustrator chair</li><li>- centres</li><li>- reading and writing workshops/processes</li><li>- journals</li><li>- reader's and writer's responses ...</li></ul> <p>May say:</p> <p>"In my readers' conferences, I am having a hard time explaining what I read to others. I could improve that by bringing notes, or a plot diagram, or even my graphic organizer with me to the conference. That way I would be prepared and I would not be so nervous when I talk."</p> <p>See:</p> <p>Synthesize Information (3.3.4)<br/>Evaluate Group Processes (5.1.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>1.1.3 . Information is on previous page(s)</b></p> |

Set Goals

**Grade 8 Specific Outcome 1.1.3**

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

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

By the end of Grade 8 the student ...

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

May say:

"I need to read more non-fiction so I can get better at making sure I understand the ideas in the text. I'm going to try reading more magazines like Sports Illustrated and Hockey News."

"My research paper didn't have enough information in it. I'm going to use two column notes when I'm reading to keep track of all the information so I can include the facts as well as my opinions."

**Grade 9 Specific Outcome 1.1.3**

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

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

By the end of Grade 9 the student ...

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

**General Outcome:**

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

**6 Specific Outcome 1.2.1**

Reflect on prior knowledge and experiences to arrive at new understandings

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

**7 Specific Outcome 1.2.1**

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

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

## Combine Ideas and Develop Understanding

### 8 Specific Outcome 1.2.1

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

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

### 9 Specific Outcome 1.2.1

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

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

## General Outcome:

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

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 1.2.1</b><br/>Reflect on prior knowledge and experiences to arrive at new understandings</p>  | <p><b>Grade 7 Specific Outcome 1.2.1</b><br/>Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>1.2.1 a. Begins to apply current understandings and/or conclusions to new contexts</p> <p>"Begins" indicates 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 this learning outcome independently.</p> <p>May say:<br/>"Suppose we are stranded on a northern island. We would have to hunt animals and find ways to prepare the hides or we would freeze once our clothes got too small or wet or winter came."</p> <p>1.2.1 b. Explains conclusions based on the connections between prior and new experiences, observations, information, ideas, and/or knowledge</p> <p>Suggested activities:<br/>- Venn diagrams<br/>- T-charts<br/>- story charts<br/>- fishbone diagrams<br/>- Before-During-After (BDA)<br/>- maps<br/>- graphs<br/>- tallies ...</p> <p>May say:<br/>"Skins were used as material for clothing here. Because people have the same needs all over the world, others must have used what is in their environment in similar ways."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>1.2.1 a. Applies current understandings and/or conclusions to new contexts</p> <p>May say:<br/>"When we read A Wrinkle in Time we learned that they tesseract through time and space. I'm thinking that in A Wind at the Door it will be the same."</p> <p>"When we watched the movie Holes I think it helped that we read the book first. It made it easier to figure why some of the stuff happened."</p> <p>"When we read Tracking Triple Seven I didn't really understand the parts that were set in the camp. After we went to visit Ekati, it makes a lot more sense."</p> <p>1.2.1 b. Chooses and applies methods of organizing ideas and information that clarify main ideas</p> <p>Suggested activities:<br/>- Venn diagrams<br/>- T-charts<br/>- story charts<br/>- fishbone diagrams<br/>- Before-During-After (BDA)<br/>- maps<br/>- graphs<br/>- tallies ...</p> <p>May say:<br/>"Suppose we are stranded on a northern island. We would have to hunt animals and find ways to prepare the hides or we would freeze once our clothes got too small or wet or winter came. But on a southern island, we would have to learn to protect ourselves from the sun. I wonder if we would use animal skins or something else?"</p> |

Combine Ideas and Develop Understanding

**Grade 8 Specific Outcome 1.2.1**

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

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

**By the end of Grade 8 the student ...**

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

May say:

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

**1.2.1 b. Chooses and/or adapts and applies methods of organizing ideas and information that synthesize ideas from various sources**

Examples may include:

- concept of definition maps
- semantic features analysis
- magnet summaries ...

May say:

"We are collecting examples of leadership stories from across North America. We are using a semantic features chart to look at characters, events, and lessons. We are going to find similarities to create our own definition of strong leadership"

"We've been doing interviews with Elders about strong leaders in our communities. We recorded the information and then did magnet summaries around the key ideas."

**Grade 9 Specific Outcome 1.2.1**

**Structure and restructure ideas and information to extend current understandings, reflect on new understandings, and broaden perspectives of the world**

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

**By the end of Grade 9 the student ...**

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

May say:

"Using the information from the GNWT website, we thought the the most common second language in the NWT was Tlicho, but then we read..."

"We read that new immigrants to Quebec have to learn to speak French; why can't we make new immigrants to the NWT learn to speak Tlicho?"

**1.2.1 b. Chooses, adapts, and/or creates and applies methods of organizing ideas and information that synthesize ideas from various sources**

Examples may include:

- concept of definition map
- semantic feature analysis
- magnet summaries
- change frame graphic organizer
- connection overview ...

May say:

"We made a list of all the things we knew about electricity usage in our community and how the power plant works. Then we skimmed through the chapter in the text and listed the key ideas. Then we brainstormed a list of questions. If the answers aren't in the text, then we'll do some research on the NTPC website."

"We're comparing people's opinions of the best vehicle to buy. Some people choose by type of vehicle, some by the manufacturer, some by gas mileage, some by cost, and some based on the advertising."

## General Outcome:

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

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 1.2.1</b></p> <p>Reflect on prior knowledge and experiences to arrive at new understandings</p>  | <p><b>Grade 7 Specific Outcome 1.2.1</b></p> <p>Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>1.2.1 c. Extends questions and answers to clarify and connect others' ideas, information, and experiences (from oral, print, and other media texts)</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- centres</li><li>- readers' and writers' workshops</li><li>- research projects, science experiments</li><li>- author's chair, book talk, exploratory talk</li><li>- I wonder charts</li><li>- journals, logs, dual entry journals</li><li>- peer and teacher conferences</li><li>- Who-What-Where-When-Why-How (5Ws + How)</li><li>- Know-Want to Know-Learned (KWL)</li><li>- Know-Want to Know-Learned-How I Will Find Out (KWL +)</li><li>- then and now, before and after</li><li>- pattern stories</li><li>- fortunately/unfortunately, bad news/good news</li><li>- point of view charts</li><li>- Before During After (BDA)</li><li>- anticipation guides</li><li>- think-alouds</li><li>- interviews</li><li>- did you know?</li><li>- inferences</li><li>- conclusions ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>1.2.1 c. Recognizes that understandings and/or conclusions may change based on new information</p> <p>May say:</p> <p>"We thought it would be good to have a shorter recess because then we could go home sooner. When we brought it to the student council they thought so too. But when we went to the principal, she said that we had to have breaks during the day because that was in the Education Act. So I guess we need to think of another way."</p> <p>"I was sure that Snape was a good guy, right until the end of the book. I could hardly believe it when he turned out to be evil."</p> |

Combine Ideas and Develop Understanding

**Grade 8 Specific Outcome 1.2.1**

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

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

By the end of Grade 8 the student ...

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

Suggested activities:

- conversations
- centres
- readers' and writers' workshops
- research projects, science experiments
- author's chair, book talk, exploratory talk
- I wonder charts
- journals, logs, dual entry journals
- peer and teacher conferences
- Who-What-Where-When-Why-How (5Ws + How)
- Know-Want to Know-Learned (KWL)
- Know-Want to Know-Learned-How I Will Find Out (KWL +)
- then and now, before and after
- pattern stories
- fortunately/unfortunately, bad news/good news
- point of view charts
- Before During After (BDA)
- anticipation guides
- think-alouds
- interviews
- did you know?
- inferences
- conclusions ...

May ask and answer open ended questions for clarification of others' ideas:

"I don't understand why..." "Tell me more about..."  
 "So, if..." "Does this mean...?"  
 "What if...?" "What do you mean by...?" "Is that the same as...or would that be like...?"  
 "That reminds me of..."

See Ask Questions (3.1.2)

**Grade 9 Specific Outcome 1.2.1**

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

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

By the end of Grade 9 the student ...

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

Suggested activities:

- conversations
- centres
- readers' and writers' workshops
- research projects, science experiments
- author's chair, book talk, exploratory talk
- I wonder charts
- journals, logs, dual entry journals
- peer and teacher conferences
- Who-What-Where-When-Why-How (5Ws + How)
- Know-Want to Know-Learned (KWL)
- Know-Want to Know-Learned-How I Will Find Out (KWL +)
- then and now, before and after
- pattern stories
- fortunately/unfortunately, bad news/good news
- point of view charts
- Before During After (BDA)
- anticipation guides
- think-alouds
- interviews
- did you know?
- inferences
- conclusions ...

May ask and answer open ended questions for clarification of others' ideas:

"I don't understand why..." "Tell me more about..."  
 "So, if..." "Does this mean...?"  
 "What if...?" "What do you mean by...?" "Is that the same as...or would that be like...?"  
 "That reminds me of..."

See Ask Questions (3.1.2)

## General Outcome:

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

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 1.2.1</b><br/>Reflect on prior knowledge and experiences to arrive at new understandings</p>  | <p><b>Grade 7 Specific Outcome 1.2.1</b><br/>Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>1.2.1 . Information is on previous page(s)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>1.2.1 d. Extends questions and answers to clarify and connect others' ideas, information, and experiences (from oral, print, and other media texts)</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- centres</li><li>- readers' and writers' workshops</li><li>- research projects, science experiments</li><li>- author's chair, book talk, exploratory talk</li><li>- I wonder charts</li><li>- journals, logs, dual entry journals</li><li>- peer and teacher conferences</li><li>- Who-What-Where-When-Why-How (5Ws + How)</li><li>- Know-Want to Know-Learned (KWL)</li><li>- Know-Want to Know-Learned-How I Will Find Out (KWL +)</li><li>- then and now, before and after</li><li>- pattern stories</li><li>- fortunately/unfortunately, bad news/good news</li><li>- point of view charts</li><li>- Before During After (BDA)</li><li>- anticipation guides</li><li>- think-alouds</li><li>- interviews</li><li>- did you know?</li><li>- inferences</li><li>- conclusions ...</li></ul> <p>May ask and answer open ended questions to satisfy curiosity and information needs for clarification, extension, exploration, and investigation:</p> <p>"I don't understand, why..." "Tell me more about..."<br/>"So, if..." "Does this mean...?" "What if...?" "What do you mean by...?" "Is that the same as...or would that be like...?" "That reminds me of..."</p> <p>See Ask Questions (3.1.2)</p> |

Combine Ideas and Develop Understanding

**Grade 8 Specific Outcome 1.2.1**

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

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

By the end of Grade 8 the student ...

1.2.1 . Information is on previous page(s)

**Grade 9 Specific Outcome 1.2.1**

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

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

By the end of Grade 9 the student ...

1.2.1 . Information is on previous page(s)

**General Outcome:**

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

**6 Specific Outcome 1.2.2**

Explain personal viewpoints in clear and meaningful ways, and revise previous understandings

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)  
Combine Ideas and Develop Understanding (1.2.1)

**7 Specific Outcome 1.2.2**

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

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)  
Combine Ideas and Develop Understanding (1.2.1)

**Explain Opinions**

**8 Specific Outcome 1.2.2**

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

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)  
Combine Ideas and Develop Understanding (1.2.1)

**9 Specific Outcome 1.2.2**

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

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)  
Combine Ideas and Develop Understanding (1.2.1)

## General Outcome:

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

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 1.2.2</b></p> <p><b>Explain personal viewpoints in clear and meaningful ways, and revise previous understandings</b></p>  | <p><b>Grade 7 Specific Outcome 1.2.2</b></p> <p><b>Summarize, explain and represent personal viewpoints in clear and purposeful ways</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>1.2.2 a. Adjusts and explains personal understandings of concepts by integrating others' opinions and ideas (found in oral, print, and other media texts)</b></p> <p>May say:<br/>"We are working on our concept map to group the information we have about things that float and things that don't float. We listed everything we know about surface area and weight distribution and materials. We are trying to make a sentence from our information that explains why things float."</p> <p>See Synthesize Information (3.3.4)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>1.2.2 a. Summarizes and explains personal viewpoints with a specific audience in mind</b></p> <p>May say:<br/>"Spending all that money on a bridge is wrong, because... We need to tell our MLA how we feel. We can write a letter to the editor, too."</p> <p>"People shouldn't be allowed to smoke in their cars if there are kids in there. I keep telling my sister she's going to make my niece sick."</p> <p><b>1.2.2 b. Uses features of oral language, visuals, and/or other media to represent personal viewpoints</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- videos</li><li>- slide shows</li><li>- posters</li><li>- brochures</li><li>- drama</li><li>- dance</li><li>- poetry</li><li>- songs</li><li>- music</li><li>- rap ...</li></ul> <p>May say:<br/>"I made a poster on recycled newspaper to show how we need to recycle paper to save the forests."</p> <p>"Mickey and I made up a rap with lots of moves and a fast rhythm to show how we feel about over-hunting and how that hurts all of us."</p> <p>"I have a poem with lots of imagery about how racism hurts people that I want to read at assembly."</p> |

Explain Opinions

**Grade 8 Specific Outcome 1.2.2**

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

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

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

May say:

"We've been watching NASA's exploration of Mars for several years now. Some reports show molecules that are similar to water molecules. I am starting to think that there could be life on other planets. We should have a class discussion about this."

"Our research at the CARS station shows that there has been a change in temperatures over the last ten years. Our Elders say that they remember colder winters. We read about the polar ice caps shrinking. Maybe we need to do a Powerpoint to show what we learned and share it with the Band council."

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

May say:

"I want this poem to be really powerful and have strong words to show how I feel about the polar bears."

"We're going to have the video fade to black at the end to reinforce what happens when you drink and drive."

"Angie used lots of fast music in the middle of the dance to show how confusing all the decisions we have to make can be."

**Grade 9 Specific Outcome 1.2.2**

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

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

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

May say:

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

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

May say:

"I told Maggie how we were going to use the spooky music in the part of the play where we're all searching. She suggested we find a piece that starts out really slowly and then gets faster and faster to build suspense."

"I don't think that the middle part of the video is as strong as we want - the background pictures are in the way of the words and is distracting from the main idea. Why don't we try it with a still background and see if that's better?"

## General Outcome:

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

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 1.2.2</b><br/>Explain personal viewpoints in clear and meaningful ways, and revise previous understandings</p>  | <p><b>Grade 7 Specific Outcome 1.2.2</b><br/>Summarize, explain and represent personal viewpoints in clear and purposeful ways</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>1.2.2 b. <b>Uses evidence to support revisions of previous understandings through the exploration of other's opinions, experiences, and ideas (found in oral, print, and other media texts)</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- discussions</li><li>- journals, response journals, learning logs</li><li>- concept webs/ maps/frames</li><li>- word splashes and charts</li><li>- Venn diagrams</li><li>- interviews</li><li>- questions and answers</li><li>- written reviews</li><li>- posters</li><li>- advertisements</li><li>- research</li><li>- science experiments</li><li>- survey analyses</li><li>- data analyses</li><li>- debates</li><li>- essays ...</li></ul> <p>May say:</p> <p>"I thought that smoking only hurt yourself, but since I did Don't be a Butthead I realized that secondhand smoke hurts the people around you, too."</p> <p>"I thought that those granola bars were a healthy snack, but when we compared the labels, some of them have as much fat and sugar as cookies! I need to pay more attention when I choose snacks."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>1.2.2 . <b>Information is on previous page(s)</b></p> |

## Clarify and Extend

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### Explain Opinions

#### Grade 8 Specific Outcome 1.2.2

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

#### Grade 9 Specific Outcome 1.2.2

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

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

By the end of Grade 8 the student ...

1.2.2 . Information is on previous page(s)

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

By the end of Grade 9 the student ...

1.2.2 . Information is on previous page(s)



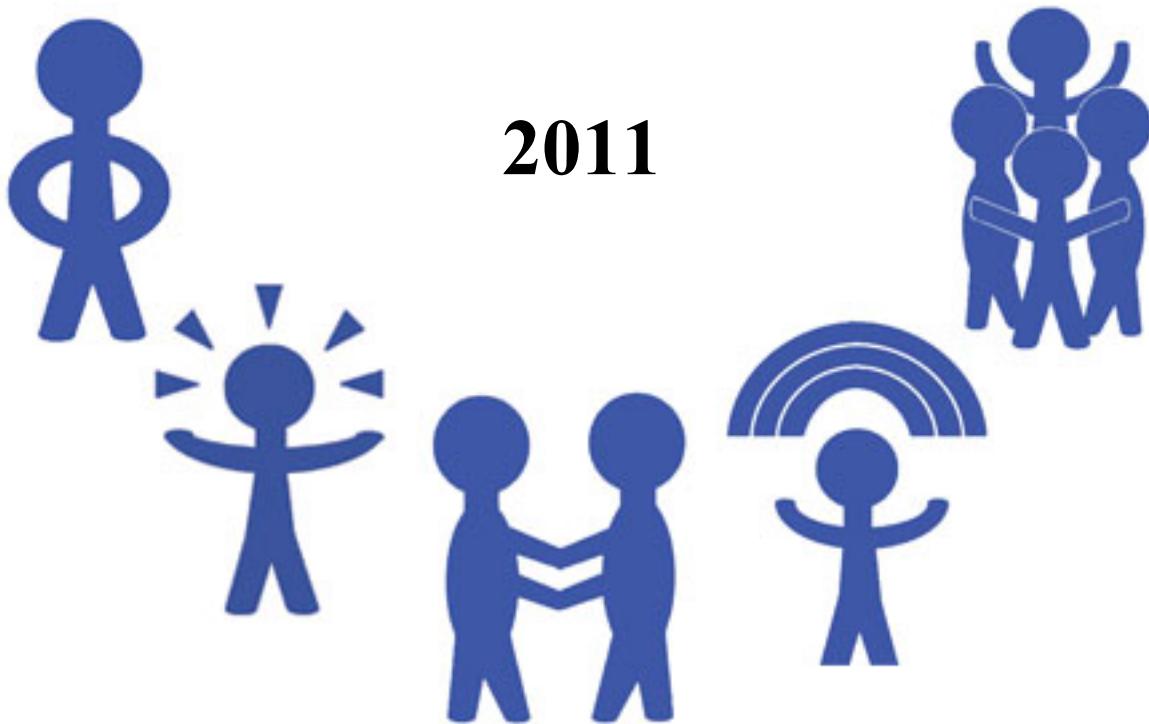
**NORTHWEST TERRITORIES**

**GRADE 6 TO GRADE 9**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**2011**



**GENERAL OUTCOME 2**

**General Outcome 2**



**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

Constructing meaning of oral, print, and other media texts is fundamental to living in a democracy. In a technological society, students are required to comprehend and sort ideas and information from an increasing volume and variety of sources.

Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA

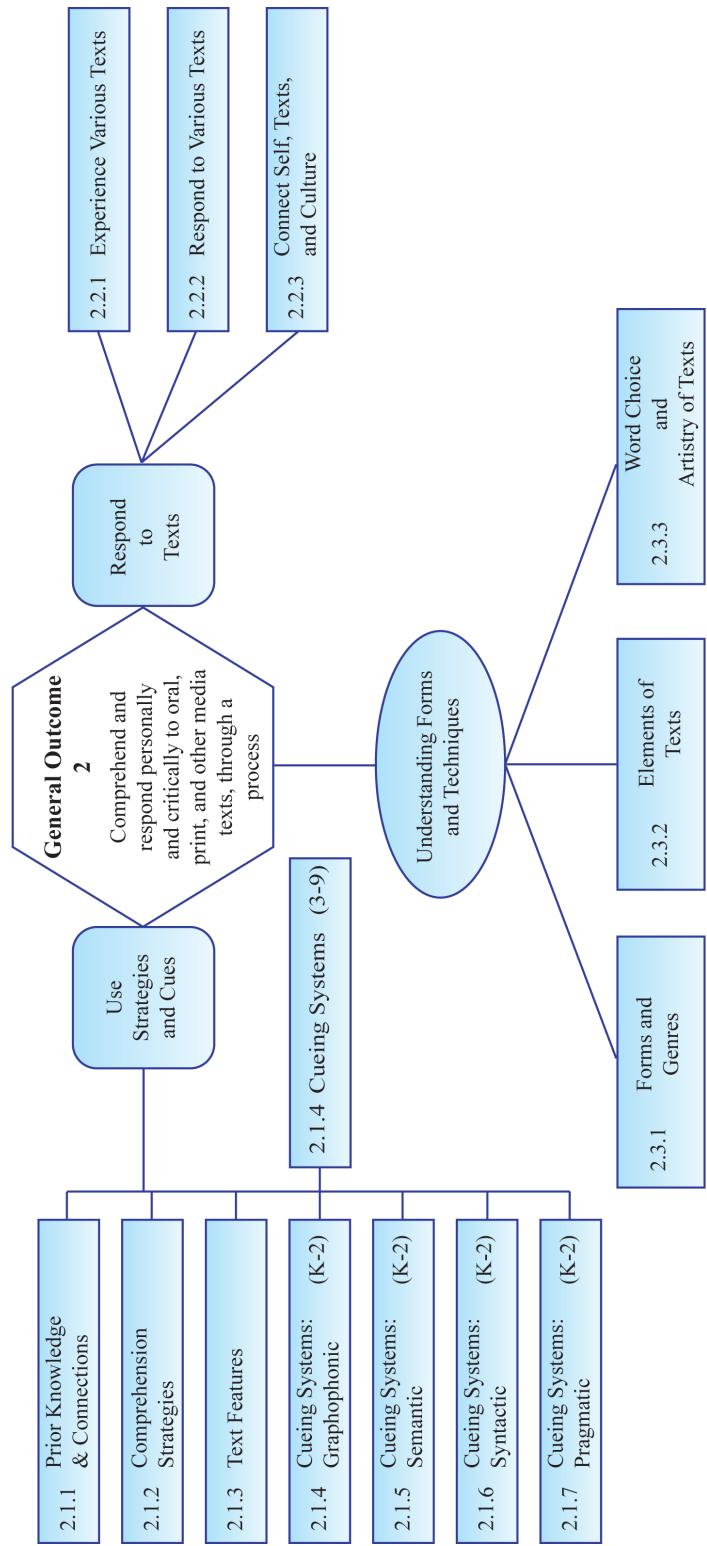
Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and responses to texts through learning experiences in all of the General Outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

**Reading process stages include: Pre-reading, Reading, Responding, Exploring, and Applying**



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

### 6 Specific Outcome 2.1.1

**Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding**

\*Reading process stages include:

- pre-reading, reading, responding, exploring, applying

\*Viewing process stages include:

- pre-viewing, viewing, responding, exploring, applying

\*Listening process stages include:

- pre-listening, listening, responding, exploring, applying

#### General Example(s)

Examples may include:

- talking
- listening
- brainstorming
- drawing
- painting
- building
- writing
- sculpting
- acting
- dancing
- composing
- singing
- chanting
- story telling
- reading
- viewing
- representing ...

#### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)

### 7 Specific Outcome 2.1.1

**Make and explain connections between previous experiences, prior knowledge, and texts (oral, print, and other media)**

\*Reading process stages include:

- pre-reading, reading, responding, exploring, applying

\*Viewing process stages include:

- pre-viewing, viewing, responding, exploring, applying

\*Listening process stages include:

- pre-listening, listening, responding, exploring, applying

#### General Example(s)

Examples may include:

- talking
- listening
- brainstorming
- drawing
- painting
- building
- writing
- sculpting
- acting
- dancing
- composing
- singing
- chanting
- story telling
- reading
- viewing
- representing ...

#### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)

Prior Knowledge and Connections

**8 Specific Outcome 2.1.1**

**Make and explain connections between previous experiences, prior knowledge and texts (oral, print, and other media)**

\*Reading process stages include:

- pre-reading, reading, responding, exploring, applying

\*Viewing process stages include:

- pre-viewing, viewing, responding, exploring, applying

\*Listening process stages include:

- pre-listening, listening, responding, exploring, applying

**General Example(s)**

Examples may include:

- talking
- listening
- brainstorming
- drawing
- painting
- building
- writing
- sculpting
- acting
- dancing
- composing
- singing
- chanting
- story telling
- reading
- viewing
- representing ...

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

**9 Specific Outcome 2.1.1**

**Make, explain, and evaluate connections between previous experiences, prior knowledge and texts (oral, print, and other media)**

\*Reading process stages include:

- pre-reading, reading, responding, exploring, applying

\*Viewing process stages include:

- pre-viewing, viewing, responding, exploring, applying

\*Listening process stages include:

- pre-listening, listening, responding, exploring, applying

**General Example(s)**

Examples may include:

- talking
- listening
- brainstorming
- drawing
- painting
- building
- writing
- sculpting
- acting
- dancing
- composing
- singing
- chanting
- story telling
- reading
- viewing
- representing ...

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 2.1.1</b></p> <p>Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding</p>  | <p><b>Grade 7 Specific Outcome 2.1.1</b></p> <p>Make and explain connections between previous experiences, prior knowledge, and texts (oral, print, and other media)</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.1.1 a. <b>Integrates new ideas and information into personal understandings</b></p> <p>*new ideas and information evolved from the connections between self and texts</p> <p>May say:<br/>"So, if our worm farm improves the quality of soil in the bin, farmers should buy worms and put them in their gardens or fields."</p> <p>See Synthesize Information (3.3.4)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.1.1 a. <b>Integrates new ideas and information (developed from the connections between prior knowledge, experiences, and texts) into personal understandings</b></p> <p>May say:<br/>"I listened to all the stories Maggie's auntie told about how they treated illness long ago. I didn't really believe any of it, but the other night I had a bad headache and I tried drinking some willow tea and it helped. Maybe some of those things really do work."</p> <p>See Synthesize Information (3.3.4)</p> <p>2.1.1 b. <b>Seeks to understand, through discussions, connections others have identified</b></p> <p>May say:<br/>"I don't understand why you still think that we do not need to worry about how many trees we are cutting down every year. Just look at the stories about how the settlers cut trees all around the communities they built and how much further they had to go for wood every year."</p> |

Prior Knowledge and Connections

**Grade 8 Specific Outcome 2.1.1**

**Make and explain connections between previous experiences, prior knowledge and texts (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.1.1 a. **Explains how new ideas and information (developed from the connections between prior knowledge, experiences, and texts) are integrated into personal understandings**

May say:

"I never really thought about the wheel as a piece of technology - I mean it's been around forever. But in reading about early agriculture in Central America, I can see how having wheels on a cart to move the harvested food would have hugely changed how much time it would have taken the women to bring the food home from the fields. I can't imagine what it would be like to not have wheels."

See Synthesize Information (3.3.4)

2.1.1 b. **Uses questioning and paraphrasing in discussions to understand connections others have identified**

May say:

"So, are you saying that if everyone quits hunting polar bears, then they won't be endangered any more? To me, that doesn't make sense. I thought that it was global warming that was destroying the sea ice and that's why the numbers were so low. That's what David Suzuki said, wasn't it?"

**Grade 9 Specific Outcome 2.1.1**

**Make, explain, and evaluate connections between previous experiences, prior knowledge and texts (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.1.1 a. **Explains how new ideas and information (developed from the connections between prior knowledge, experiences, and texts) are integrated into personal understandings**

May say:

"We've been watching all the stuff on TV about going 'green' and there are so many different ideas about how to improve our carbon footprint. Some are easier to do than others, and some wouldn't work here at all. Our class has decided we should do more reusing and recycling and we should try using those compact fluorescent lights where we can. According to my calculations, that could save hundreds of dollars for the school in electricity costs, especially in the winter."

See Synthesize Information (3.3.4)

2.1.1 b. **Uses questioning and paraphrasing in discussions to understand and evaluate connections others have identified**

May say:

"According to this article, Canada was only supposed to stay in Afghanistan until 2011. It also says that they did a lot of fighting, as well as building schools. Why did they call it a 'peacekeeping mission' when there was so much fighting going on?"

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 2.1.1</b></p> <p><b>Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding</b></p>  | <p><b>Grade 7 Specific Outcome 2.1.1</b></p> <p><b>Make and explain connections between previous experiences, prior knowledge, and texts (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>2.1.1 b. Represents the connections that evolve from conversations, and the exploration of texts (oral, print, and other media)</b></p> <p>*may choose to use graphic organizers to represent the connections that evolved from conversations</p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals, logs, reflection logs</li><li>- pictographs, physical graphs, line graphs, bar graphs, Y-charts</li><li>- picture maps, picture splashes, diagrams</li><li>- listen-sketch-share, sketch-a-sequence frames</li><li>- same and different charts, flow charts, cause-and-effect flow charts</li><li>- maps, sequence maps, character maps, mind maps, chapter maps</li><li>- lists, outlines, paragraphs</li><li>- charts, comparison charts, jot charts, clusters, pyramids</li><li>- Who-What-Where-When-Why-How (5 Ws + H)</li><li>- think bubbles, think-alouds</li><li>- continuum, timelines</li><li>- Venn diagrams, chains, webs, cycles, sequence circles</li><li>- story maps, plot diagrams, word maps</li><li>- Know-Want to know-Predict-Learned (KWPL)</li><li>- Plus-Minus-Interesting (PMI)</li><li>- prediction frames, concept frames</li><li>- information comic strips, information flip books</li><li>- bibliographies , process notes</li><li>- slim jims, dancing boxes</li><li>- self-check tools, rubrics</li><li>- anticipation guides, matrices, spread sheets</li><li>- I-search</li><li>- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...</li></ul> <p>May say:</p> <p>"After we had talked about moving weights with simple machines in class, we worked in the town shop to figure out a lever and pulley system to try to lift the new playground equipment."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>2.1.1 c. Explains connections developed through exploration of texts (oral, print, and other media)</b></p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals, logs, reflection logs</li><li>- pictographs, physical graphs, line graphs, bar graphs, Y-charts</li><li>- picture maps, picture splashes, diagrams</li><li>- listen-sketch-share, sketch-a-sequence frames</li><li>- same and different charts, flow charts, cause-and-effect flow charts</li><li>- maps, sequence maps, character maps, mind maps, chapter maps</li><li>- lists, outlines, paragraphs</li><li>- charts, comparison charts, jot charts, clusters, pyramids</li><li>- Who-What-Where-When-Why-How (5 Ws + H)</li><li>- think bubbles, think-alouds</li><li>- continuum, timelines</li><li>- Venn diagrams, chains, webs, cycles, sequence circles</li><li>- story maps, plot diagrams, word maps</li><li>- Know-Want to know-Predict-Learned (KWPL)</li><li>- Plus-Minus-Interesting (PMI)</li><li>- prediction frames, concept frames</li><li>- information comic strips, information flip books</li><li>- bibliographies , process notes</li><li>- slim jims, dancing boxes</li><li>- self-check tools, rubrics</li><li>- anticipation guides, matrices, spread sheets</li><li>- I-search</li><li>- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...</li></ul> <p>May say:</p> <p>"I used a chart to organize all the different stories Celine's granny told us about life long ago. I looked for all the different Dene skills we've been talking about with Joseph and I highlighted them. Some of those skills were the same back then as they are today, like making dry meat and playing hand games, but some have really changed."</p> |

## Prior Knowledge and Connections

### Grade 8 Specific Outcome 2.1.1

**Make and explain connections between previous experiences, prior knowledge and texts (oral, print, and other media)**

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

**By the end of Grade 8 the student ...**

2.1.1 c. **Explains how connections developed from exploration of texts (oral, print, and other media) lead to new understandings**

Graphic organizers may include:

- journals, logs, reflection logs
- physical graphs, line graphs, bar graphs, T-charts, Y-charts
- picture maps, picture splashes, diagrams
- listen-sketch-share, sketch-a-sequence frames
- same and different charts, flow charts, cause-and-effect flow charts
- maps, character maps, mind maps, chapter maps, hierarchical maps
- lists, outlines, paragraphs
- charts, comparison charts, jot charts, clusters
- Know-Want to know-Learned (KWL)
- Who-What-Where-When-Why-How (5 Ws + H)
- Before-During-After (BDA)
- think bubbles, think-alouds
- continuum, timelines
- Venn diagrams, chains, webs, cycles, sequence circles,
- story maps, plot diagrams, word maps
- Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions (KWHLAQ)
- Know-Want to know-Predict-Learned (KWPL)
- Plus-Minus-Interesting (PMI)
- prediction frames, concept frames
- slim jims, dancing boxes
- process notes
- information comic strips, information flip books
- bibliographies, I-search
- self-check tools, rubrics
- anticipation guides, matrices, spread sheets
- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...

May say:

"We've found lots of different opinions on the polar bears: whether or not they're in danger, what's causing it, and what we should do. Let's find a way to record it all and then we can make a better decision."

### Grade 9 Specific Outcome 2.1.1

**Make, explain, and evaluate connections between previous experiences, prior knowledge and texts (oral, print, and other media)**

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

**By the end of Grade 9 the student ...**

2.1.1 c. **Compares how different connections developed from exploration of texts (oral, print, and other media) lead to different understandings**

Graphic organizers may include:

- journals, logs, reflection logs
- physical graphs, line graphs, bar graphs
- picture maps, picture splashes, diagrams
- listen-sketch-share, sketch-a-sequence frames
- maps, character maps, mind maps, chapter maps, hierarchical maps
- lists, outlines, paragraphs
- charts, comparison charts, jot charts, clusters, pyramids
- Who-What-Where-When-Why-How (5 Ws + H)
- Before-During-After (BDA)
- think bubbles, think-alouds
- continuum, timelines
- Venn diagrams, chains, webs, cycles, sequence circles,
- story maps, plot diagrams, word maps
- Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions (KWHLAQ)
- Know-Want to know-Predict-Learned (KWPL)
- Plus-Minus-Interesting (PMI)
- prediction frames, concept frames
- slim jims, dancing boxes
- process notes
- information comic strips, information flip books
- bibliographies, I-search
- self-check tools, rubrics
- anticipation guides, matrices, spread sheets
- Organizers for: Decision Making, Problem Solving, Experiments ...

May say:

"When I looked at all the information in the pro-con chart we made for the Mackenzie pipeline, I decided that it was an important project that would bring in money and jobs. But Steve looked at the same chart and decided that the environmental cost was going to be too high, and we should be doing all we can to block the development."

## General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 2.1.1</b></p> <p>Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding</p>  | <p><b>Grade 7 Specific Outcome 2.1.1</b></p> <p>Make and explain connections between previous experiences, prior knowledge, and texts (oral, print, and other media)</p>          |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.1.1 c. <b>Seeks to understand, through discussion, the connections others have identified</b></p> <p>May say:<br/>"I don't see it the way you do; can you explain what you learned about... and how you arrived at that, again?"</p> <p>2.1.1 d. <b>Begins to explain the connections that evolve from the exploration of texts (oral, print, and other media)</b></p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>May say:<br/>"I changed my mind about sharing natural resources because..."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.1.1 . <b>Information is on previous page(s)</b></p> |

## Use Strategies and Cues

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### Prior Knowledge and Connections

#### Grade 8 Specific Outcome 2.1.1

Make and explain connections between previous experiences, prior knowledge and texts (oral, print, and other media)

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

By the end of Grade 8 the student ...

2.1.1 . Information is on previous page(s)

#### Grade 9 Specific Outcome 2.1.1

Make, explain, and evaluate connections between previous experiences, prior knowledge and texts (oral, print, and other media)

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

By the end of Grade 9 the student ...

2.1.1 . Information is on previous page(s)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

### 6 Specific Outcome 2.1.2

**Anticipate meaning of oral, print, and other media texts; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding**

\*All forms of response, before, during, or after reading, help to construct meaning from texts (oral, print, and other media).

\*It is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of texts (oral, print, and other media) simultaneously.

#### General Example(s)

Key thinking (comprehension) strategies used by proficient readers are:

- activating prior knowledge: making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas; often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme
- determining importance: identifying the most important ideas and themes in a text and drawing conclusions about them in order to focus the reading and to exclude peripheral or unimportant details from memory
- question generating: to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that they are reading
- visualizing: creating mental images that include visual, auditory, and other sensory connections to the text
- inferring: drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation; reading between the lines to figure out what the author has left unsaid
- synthesizing: retelling and summarizing; bringing together pieces of information within a text, during or after reading
- monitoring for meaning: thinking about what one is reading both during and after reading to determine if one is comprehending a text; partner to the strategy of clarifying which consists of using a variety of fix-up strategies to clear up confusion

#### Specific Outcome Links

- Experience Various Texts (2.2.1)
- Respond to Various Texts (2.2.2)
- Connect Self, Texts, and Culture (2.2.3)
- Word Choice and Artistry of Texts (2.3.3)
- Use Strategies to Make Sense of Information (3.2.4)
- Enhance Artistry (4.2.4)
- Appreciate Diversity (5.2.2)

### 7 Specific Outcome 2.1.2

**Select and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)**

\*All forms of response, before, during, or after reading, help to construct meaning from texts (oral, print, and other media).

\*It is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of texts (oral, print, and other media) simultaneously.

#### General Example(s)

Key thinking (comprehension) strategies used by proficient readers are:

- activating prior knowledge: making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas; often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme
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- question generating: to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that they are reading
- visualizing: creating mental images that include visual, auditory, and other sensory connections to the text
- inferring: drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation; reading between the lines to figure out what the author has left unsaid
- synthesizing: retelling and summarizing; bringing together pieces of information within a text, during or after reading
- monitoring for meaning: thinking about what one is reading both during and after reading to determine if one is comprehending a text; partner to the strategy of clarifying which consists of using a variety of fix-up strategies to clear up confusion

#### Specific Outcome Links

- Experience Various Texts (2.2.1)
- Respond to Various Texts (2.2.2)
- Connect Self, Texts, and Culture (2.2.3)
- Word Choice and Artistry of Texts (2.3.3)
- Use Strategies to Make Sense of Information (3.2.4)
- Enhance Artistry (4.2.4)
- Appreciate Diversity (5.2.2)

### Comprehension Strategies

#### 8 Specific Outcome 2.1.2

**Select and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)**

\*All forms of response, before, during, or after reading, help to construct meaning from texts (oral, print, and other media).

\*It is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of texts (oral, print, and other media) simultaneously.

#### General Example(s)

Key thinking (comprehension) strategies used by proficient readers are:

- activating prior knowledge: making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas; often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme
- determining importance: identifying the most important ideas and themes in a text and drawing conclusions about them in order to focus the reading and to exclude peripheral or unimportant details from memory
- question generating: to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that they are reading
- visualizing: creating mental images that include visual, auditory, and other sensory connections to the text
- inferring: drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation; reading between the lines to figure out what the author has left unsaid
- synthesizing: retelling and summarizing; bringing together pieces of information within a text, during or after reading
- monitoring for meaning: thinking about what one is reading both during and after reading to determine if one is comprehending a text; partner to the strategy of clarifying which consists of using a variety of fix-up strategies to clear up confusion

#### Specific Outcome Links

- Experience Various Texts (2.2.1)
- Respond to Various Texts (2.2.2)
- Connect Self, Texts, and Culture (2.2.3)
- Word Choice and Artistry of Texts (2.3.3)
- Use Strategies to Make Sense of Information (3.2.4)
- Enhance Artistry (4.2.4)
- Appreciate Diversity (5.2.2)

#### 9 Specific Outcome 2.1.2

**Create and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)**

\*All forms of response, before, during, or after reading, help to construct meaning from texts (oral, print, and other media).

\*It is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of texts (oral, print, and other media) simultaneously.

#### General Example(s)

Key thinking (comprehension) strategies used by proficient readers are:

- activating prior knowledge: making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas; often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme
- determining importance: identifying the most important ideas and themes in a text and drawing conclusions about them in order to focus the reading and to exclude peripheral or unimportant details from memory
- question generating: to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that they are reading
- visualizing: creating mental images that include visual, auditory, and other sensory connections to the text
- inferring: drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation; reading between the lines to figure out what the author has left unsaid
- synthesizing: retelling and summarizing; bringing together pieces of information within a text, during or after reading
- monitoring for meaning: thinking about what one is reading both during and after reading to determine if one is comprehending a text; partner to the strategy of clarifying which consists of using a variety of fix-up strategies to clear up confusion

#### Specific Outcome Links

- Experience Various Texts (2.2.1)
- Respond to Various Texts (2.2.2)
- Connect Self, Texts, and Culture (2.2.3)
- Word Choice and Artistry of Texts (2.3.3)
- Use Strategies to Make Sense of Information (3.2.4)
- Enhance Artistry (4.2.4)
- Appreciate Diversity (5.2.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 2.1.2</b></p> <p>Anticipate meaning of oral, print, and other media texts; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding</p>  | <p><b>Grade 7 Specific Outcome 2.1.2</b></p> <p>Select and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>2.1.2 a. Reflects upon own reading behaviours</b></p> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- talking</li><li>- journaling</li><li>- logging</li><li>- peer conferencing</li><li>- teacher conferencing</li><li>- parent conferencing</li><li>- goal setting ...</li></ul> <p>May say:</p> <p>"I need to work with someone who is good at making the connections between texts when we do that QAPX activity. I find that is not my strength."</p> <p>"When I paraphrase I get caught up in repeating too much and then it feels like I am just copying. Who has a trick to help me figure that out?"</p> <p>See:</p> <p>Set Goals (1.1.3)</p> <p>Synthesize Information (3.3.4)</p> <p>Evaluate Group Processes (5.1.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>2.1.2 a. Reflects upon and explains own reading behaviours</b></p> <p>May say:</p> <p>"I like to curl up and read novels, but if I'm reading boring stuff for school I have to sit at the table or I can't concentrate."</p> <p>"I like to write notes in the margins when I'm reading for information; it helps me remember the important ideas."</p> <p><b>2.1.2 b. Selects and uses thinking and/or comprehension strategies to construct and confirm understanding</b></p> <p>*Keep in mind text and purpose when matching the reading comprehension strategies to the task.</p> <p>*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones.</p> <p>May say:</p> <p>"I'm going to use jot notes to keep track of my ideas, and then compare them to Susan's notes. That way we can make sure we have all the important information."</p> <p>"I kept playing out the story in my head, like a slide show, as I was reading."</p> <p><b>2.1.2 c. Monitors understanding of texts (oral, print and other media) with an appropriate complexity of content and sophistication of style</b></p> <p>May say:</p> <p>"During each big event in the story, I am making a mini-movie in my head. When it doesn't make sense, then I know I have to go back and check."</p> <p>"I keep jot notes as I am reading to remember the key ideas."</p> <p>"I skim through each section looking for the key words we identified. If I see one of them, I slow down and read more thoroughly."</p> |

**Comprehension Strategies**

|   |  |
|---|--|
| <p><b>Grade 8 Specific Outcome 2.1.2</b></p> <p><b>Select and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)</b></p>   | <p><b>Grade 9 Specific Outcome 2.1.2</b></p> <p><b>Create and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>2.1.2 a. Reflects upon and explains own reading behaviours</b></p> <p>May say:<br/>"I have to make sure I leave enough time to read through my notes before the test. If I go too fast, then it just makes me confused and I can't remember anything!"</p> <p>"I like to read on Sunday mornings when it's quiet and before anyone else is up at my house."</p> <p><b>2.1.2 b. Selects, adapts and uses thinking and/or comprehension strategies to construct and confirm understanding</b></p> <p>May say:<br/>"I'm using picture notes to map out the steps they used to build the Mayan pyramids. If I can follow the pictures, then I think I'll have all the steps in place."</p> <p>"I'm putting my questions on sticky notes as I read. When I'm finished, if I don't know the answers, I'll see if I can find another source to check."</p> <p><b>2.1.2 c. Monitors understanding of texts (oral, print and other media) with an appropriate complexity of content and sophistication of style</b></p> <p>May say,:<br/>"I have to remind myself to slow down and concentrate when I'm reading my Science book; otherwise I don't remember what I've read."</p> <p>"As I'm reading, I write down my questions on sticky notes. If I can't answer them when I've finished reading the section, I go back and check to see if I've missed something."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>2.1.2 a. Reflects upon and explains own reading behaviours</b></p> <p>May say:<br/>"Please don't bother me right now - I need quiet so I can learn these science terms."</p> <p>"I want an easy-to-read book to take along to read in the car when we drive to Edmonton."</p> <p><b>2.1.2 b. Selects, adapts and uses thinking and/or comprehension strategies to construct and confirm understanding</b></p> <p>May say:<br/>"I want to make some notes from this website - I'll start a 'power thinking' outline in a new window and just add key words as I go."</p> <p><b>2.1.2 c. Monitors understanding of texts (oral, print and other media) with an appropriate complexity of content and sophistication of style</b></p> <p>May say:<br/>"I use the 'rollover' feature or click on the links when I'm not sure what the text means when I'm reading on a website."</p> <p>"Sometimes I think I'm paying attention to what I'm reading, but then when I get to the end I realize that it doesn't make sense so I have to go back and reread."</p> |

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 2.1.2</b></p> <p>Anticipate meaning of oral, print, and other media texts; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding</p>  | <p><b>Grade 7 Specific Outcome 2.1.2</b></p> <p>Select and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p><b>2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding</b></p> <p>*Keep in mind text and purpose when matching the reading comprehension strategies to the task.</p> <p>*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones.</p> <p>Reading comprehension <u>activities and recording tools</u> may include:</p> <ul style="list-style-type: none"><li>- conversations, exploratory talk</li><li>- readers' workshop</li><li>- brainstorming</li><li>- predicting, prediction frames</li><li>- drawing (beginning, middle, and predicting the ending)</li><li>- reenactments, dramatizations</li><li>- Know-Want to Know-Predict-Learned (KWPL)</li><li>- anticipation guides (advance organizers)</li><li>- Listen-Sketch-Share (LSS), Think-Pair-Share (TPS)</li><li>- predict-connect-check</li><li>- Directed Reading-Thinking Activity (DRTA)</li><li>- shared reading, guided reading</li><li>- Before-During-After (BDA) chart</li><li>- literature circles, book talks</li><li>- story maps, Venn Diagrams, concept maps, webs, chapter maps, flow charts, timelines</li><li>- look -it-over</li><li>- conferences</li><li>- Question the Author (QtA)</li><li>- then and now activities</li><li>- Self-monitoring Approach to Reading and Thinking (SMART)</li><li>- pre-reading question strips</li><li>- Question-Answer Relationships (QAR)</li><li>- Survey-Questions-Read-Recite-Review (SQ3R)</li><li>- reciprocal teaching and questioning</li><li>- Questioner-Answerer-Paraphraser-Connector (QAPX)</li><li>- Know-Want to know-How to find out-What I learned- Applied learnings-Next questions</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p><b>2.1.2 d. Explains revised understanding of texts based on new information, using texts with an appropriate complexity of content and sophistication of style (oral, print and other media)</b></p> <p>May say:<br/>"Matthew did a great cartoon sequence to summarize the key events in the story, but I don't think it really explains why Mullet acts the way he does. I think we need to include that because it's important to the way the story makes sense."</p> <p><b>2.1.2 e. Sets a purpose for listening, viewing, or reading to anticipate meaning</b></p> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- talking</li><li>- goal setting</li><li>- researching</li><li>- questioning</li><li>- reciprocal questioning</li><li>- experimenting ...</li></ul> <p>May say:<br/>"At the debate, I need to listen carefully to all the students so I can make the right choice on voting day."</p> |

**Comprehension Strategies**

**Grade 8 Specific Outcome 2.1.2**

**Select and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)**

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

**By the end of Grade 8 the student ...**

2.1.2 d. **Explains revised understanding of texts, based on new information, using texts with an appropriate complexity of content and sophistication of style (oral, print and other media)**

May say:

"I always thought that...but now that I've read...I'm thinking that maybe I was not really looking at it critically."

"Reading that website gave me a whole new understanding of Greenpeace!"

2.1.2 e. **Sets a purpose for listening, viewing, or reading to anticipate meaning**

Strategies may include:

- talking
- goal setting
- researching
- questioning
- reciprocal questioning
- experimenting ...

May say:

"We are supposed to interview three Elders about global warming and the effect it is having on our lakes ."

**Grade 9 Specific Outcome 2.1.2**

**Create and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)**

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

**By the end of Grade 9 the student ...**

2.1.2 d. **Explains revised understanding of texts, based on new information, using texts with an appropriate complexity of content and sophistication of style (oral, print and other media)**

May say:

"I never realized that Canada had such close connections with The Netherlands. After I read about what the Canadian soldiers did in Holland during World War II, I was amazed."

"Did you know that mangoes and oranges share a similar chemical composition? My cousin found out she was allergic to oranges and they told her to stay away from mangoes, too. We looked it up on WebMD, and it's true!"

2.1.2 e. **Sets a purpose for listening, viewing, or reading to anticipate meaning**

Strategies may include:

- talking
- goal setting
- researching
- questioning
- reciprocal questioning
- experimenting ...

May say:

"The teacher asked us to think about what we wanted to learn about the topic."

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 2.1.2</b></p> <p>Anticipate meaning of oral, print, and other media texts; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding</p>   | <p><b>Grade 7 Specific Outcome 2.1.2</b></p> <p>Select and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)</p> |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p><b>2.1.2 c. Understands what is read, using texts with an appropriate complexity of content and sophistication of style</b></p> <p>*recognizes when what is read makes sense or does not make sense</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- self monitoring approach to reading (SMART)</li><li>- think-alouds</li><li>- Think-Pair-Share (TPS)</li><li>- conferences</li><li>- learning logs</li><li>- dialogue journals</li><li>- cloze activities</li><li>- literature circles</li><li>- peer/teacher conferences</li><li>- paired/guided/shared/independent reading ...</li></ul> <p>May say:</p> <p>"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."</p> <p><b>2.1.2 d. Revises understanding of texts, based on new information, using texts with an appropriate complexity of content and sophistication of style (oral, print and other media)</b></p> <p>May say:</p> <p>"When I prepared my outline, I reread what I had first understood from my research and I realized that I had completely misunderstood the information. Now, I have to find other material to prove my part of the debate."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p><b>2.1.2 . Information is on previous page(s)</b></p>               |

## Use Strategies and Cues

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### Comprehension Strategies

#### Grade 8 Specific Outcome 2.1.2

Select and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)

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

By the end of Grade 8 the student ...

2.1.2 . Information is on previous page(s)

#### Grade 9 Specific Outcome 2.1.2

Create and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)

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

By the end of Grade 9 the student ...

2.1.2 . Information is on previous page(s)

**General Outcome:**

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |   |
|--|---|
| <b>Grade 6 Specific Outcome 2.1.2</b><br><br><b>Anticipate meaning of oral, print, and other media texts; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding</b>   | <b>Grade 7 Specific Outcome 2.1.2</b><br><br><b>Select and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)</b> |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.1.2 e. Sets a purpose for listening, viewing, or reading to anticipate meaning</p> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- talking</li><li>- goal setting</li><li>- researching</li><li>- questioning</li><li>- reciprocal questioning</li><li>- experimenting ...</li></ul> <p>May say:</p> <p>"We are supposed to think about the questions at the beginning of the chapter."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.1.2 . Information is on previous page(s)</p>                      |

## Use Strategies and Cues

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### Comprehension Strategies

#### Grade 8 Specific Outcome 2.1.2

Select and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)

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

By the end of Grade 8 the student ...

2.1.2 . Information is on previous page(s)

#### Grade 9 Specific Outcome 2.1.2

Create and/or adapt and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)

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

By the end of Grade 9 the student ...

2.1.2 . Information is on previous page(s)

**General Outcome:**

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

**6 Specific Outcome 2.1.3**

**Use textual cues to construct and confirm meaning in oral, print, and other media texts**

\*cues in narrative, expository, and poetic texts

**Specific Outcome Links**

Experience Various Texts (2.2.1)  
Forms and Genres (2.3.1)  
Elements of Texts (2.3.2)  
Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)  
Create Original Texts (4.1.3)

**7 Specific Outcome 2.1.3**

**Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)**

\*cues in narrative, expository, and poetic texts

**Specific Outcome Links**

Experience Various Texts (2.2.1)  
Forms and Genres (2.3.1)  
Elements of Texts (2.3.2)  
Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)  
Create Original Texts (4.1.3)

Text Features

**8 Specific Outcome 2.1.3**

Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)

\*cues in narrative, expository, and poetic texts

**Specific Outcome Links**

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Elements of Texts (2.3.2)

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

Create Original Texts (4.1.3)

**9 Specific Outcome 2.1.3**

Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)

\*cues in narrative, expository, and poetic texts

**Specific Outcome Links**

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Elements of Texts (2.3.2)

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

Create Original Texts (4.1.3)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning in oral, print, and other media texts</b></p>  | <p><b>Grade 7 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>2.1.3 a. <b>Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)</b></p> <p>*In grade six, narrative textual cues include:</p> <ul style="list-style-type: none"><li>- book covers, titles</li><li>- logical organization (sequential (beginning, middle, end), cause and effect relationships, problem-solution)</li><li>- sentence patterns, paragraphs</li><li>- illustrations, photographs (in text, of author, of topic...)</li><li>- authors' profiles</li><li>- font, type size</li><li>- music/sounds</li><li>- volume, colour</li><li>- movement</li><li>- opening shots to videos</li><li>- lighting (time, mood, feelings)</li><li>- composition</li></ul> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- discussing, questioning, reading, reviewing, story mapping ...</li></ul> <p>Appropriate narrative texts in grade six:</p> <ul style="list-style-type: none"><li>- films/movies</li><li>- oral stories, songs, story books</li><li>- chapter books, junior novels</li><li>- comic books</li><li>- folk tales, fairy tales</li><li>- narrative poems, tableaux</li><li>- comic strips or cartoon strips in the form of a narrative</li><li>- scripts and dramas (television programs, radio plays ...)</li><li>- slide shows (Powerpoint representations) ...</li></ul> <p>May say:</p> <p>"The composition of our film needs editing because we did not consider how lighting could set the mood and the time of our story."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>2.1.3 a. <b>Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)</b></p> <p>*In grade seven, narrative textual cues include:</p> <ul style="list-style-type: none"><li>- book covers, titles</li><li>- logical organization (sequential (beginning, middle, end), cause and effect relationships, problem-solution)</li><li>- sentence patterns, paragraphs</li><li>- illustrations, photographs (in text, of author, of topic...)</li><li>- authors' profiles</li><li>- font, type size</li><li>- music/sounds, volume, colour, movement, opening shots to videos</li><li>- lighting (time, mood, feelings)</li><li>- composition</li><li>- theme</li><li>- perspectives</li></ul> <p>Appropriate narrative texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- sculptures, dances, songs, tableaux</li><li>- comic strips or cartoon strips in the form of a narrative</li><li>- scripts and dramas (television programs, radio plays ...)</li><li>- slide shows (Powerpoint representations) ...</li></ul> <p><u>Sub-genres</u> include:</p> <ul style="list-style-type: none"><li>- autobiography, biography, contemporary, traditional, epic, historical, historical-fiction, fantasy, realistic, mystery, romance, adventure, science-fiction ...</li></ul> <p>May say:</p> <p>"I'm thinking that the solution to this mystery is going to have to come pretty soon - the clues are coming together faster and faster now."</p> <p>"I love it when the author gives you all those little clues right at the beginning, and then you have to keep trying to match things up as you read."</p> |

## Use Strategies and Cues

### Text Features

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)</b></p>   | <p><b>Grade 9 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p>2.1.3 a. <b>Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)</b></p> <p>*In grade eight, narrative textual cues include:</p> <ul style="list-style-type: none"><li>- book covers, titles</li><li>- logical organization (sequential (beginning, middle, end), cause and effect relationships, problem-solution)</li><li>- sentence patterns, paragraphs</li><li>- illustrations, photographs (in text, of author, of topic...)</li><li>- authors' profiles</li><li>- font, type size</li><li>- music/sounds, volume, colour, movement, opening shots to videos</li><li>- lighting (time, mood, feelings)</li><li>- composition</li><li>- theme</li><li>- perspectives</li></ul> <p>Appropriate narrative texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- sculptures, dances, songs, tableaux</li><li>- narrative poems</li><li>- comic strips or cartoon strips in the form of a narrative</li><li>- scripts and dramas (television programs, radio plays ...)</li><li>- slide shows (Powerpoint representations) ...</li></ul> <p><u>Sub-genres include:</u></p> <ul style="list-style-type: none"><li>- autobiography, biography, contemporary, traditional, epic, historical, historical-fiction, fantasy, realistic, mystery, romance, adventure, science-fiction ...</li></ul> <p>May say:</p> <p>"The book was really good right up until the climax, but I didn't like the way the author ended it. There were too many loose ends."</p> <p>"I watched the alternate ending on DVD last night; now I can't decide which one I like best."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p>2.1.3 a. <b>Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across narrative texts (oral, print, and other media)</b></p> <p>*In grade nine, narrative textual cues include:</p> <ul style="list-style-type: none"><li>- book covers, titles</li><li>- logical organization (sequential (beginning, middle, end), cause and effect relationships, problem-solution)</li><li>- sentence patterns, paragraphs</li><li>- illustrations, photographs (in text, of author, of topic...)</li><li>- authors' profiles</li><li>- font, type size</li><li>- music/sounds, volume, colour, movement, opening shots to videos</li><li>- lighting (time, mood, feelings)</li><li>- composition</li><li>- theme</li><li>- perspectives</li></ul> <p>Appropriate narrative texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- sculptures, dances, songs, tableaux</li><li>- narrative poems</li><li>- comic strips or cartoon strips in the form of a narrative</li><li>- scripts and dramas (television programs, radio plays ...)</li><li>- slide shows (Powerpoint representations) ...</li></ul> <p><u>Sub-genres include:</u></p> <ul style="list-style-type: none"><li>- autobiography, biography, contemporary, traditional, epic, historical, historical-fiction, fantasy, realistic, mystery, romance, adventure, science-fiction ...</li></ul> <p>May say:</p> <p>"This is a typical love story, except that she dies in the end instead of them living happily ever after."</p> <p>"I really liked this short story because it's told from the kid's perspective."</p> |

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning in oral, print, and other media texts</b></p>   | <p><b>Grade 7 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>2.1.3 b. <b>Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)</b></p> <p>*In grade six, expository textual cues include:</p> <ul style="list-style-type: none"><li>- titles and chapter titles</li><li>- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)</li><li>- photographs (in text, of author, of topic...)</li><li>- illustrations and corresponding captions</li><li>- key words and placement</li><li>- capitalization, punctuation and pauses</li><li>- table of contents</li><li>- hot links</li><li>- headings and subheadings</li><li>- dictionary guide words</li><li>- paragraphs</li><li>- indices</li><li>- glossaries</li><li>- bullets</li><li>- margin notes/side bars</li><li>- thumbnails</li><li>- menu bars</li></ul> <p>Appropriate expository texts in addition to those listed in previous grades:</p> <ul style="list-style-type: none"><li>- manuals</li><li>- essays</li><li>- letters (letter of application)</li><li>- book and movie reviews (critical responses, critiques ...)</li><li>- debates, minutes of a meeting ...</li></ul> <p><u>Digital texts examples:</u></p> <ul style="list-style-type: none"><li>- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod cast, bulletin boards...</li></ul> <p>May say:</p> <p>"The side bar has a list of important definitions. I'm going to use those to study for this unit."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>2.1.3 b. <b>Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)</b></p> <p>*In grade seven, expository textual cues include:</p> <ul style="list-style-type: none"><li>- titles and chapter titles</li><li>- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive, persuasive)</li><li>- photographs (in text, of author, of topic...)</li><li>- illustrations and corresponding captions</li><li>- key words and placement</li><li>- capitalization, punctuation and pauses</li><li>- sentence patterns</li><li>- table of contents</li><li>- hot links</li><li>- headings and subheadings</li><li>- dictionary guide words</li><li>- paragraphs</li><li>- indices</li><li>- glossaries</li><li>- bullets</li><li>- margin notes/side bars</li><li>- thumbnails</li><li>- menu bars</li></ul> <p>Appropriate expository texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- manuals, essays, debates</li><li>- letters (letter of application)</li><li>- book and movie reviews (critical responses, critiques ...)</li><li>- minutes of a meeting ...</li></ul> <p><u>Digital texts examples:</u></p> <ul style="list-style-type: none"><li>- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod cast, bulletin boards...</li></ul> <p>May say:</p> <p>"Let's use the glossary to get quick meanings for some of these terms. Then if we need more information, we can go deeper into the text."</p> |

## Use Strategies and Cues

### Text Features

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)</b></p>   | <p><b>Grade 9 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p>2.1.3 b. <b>Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)</b></p> <p>*In grade eight, expository textual cues include:</p> <ul style="list-style-type: none"><li>- titles and chapter titles</li><li>- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive, persuasive)</li><li>- photographs (in text, of author, of topic...)</li><li>- illustrations and corresponding captions</li><li>- key words and placement</li><li>- capitalization</li><li>- punctuation and pauses</li><li>- sentence patterns</li><li>- table of contents</li><li>- hot links</li><li>- headings and subheadings</li><li>- dictionary guide words</li><li>- paragraphs</li><li>- indices</li><li>- glossaries</li><li>- bullets</li><li>- margin notes/side bars</li><li>- thumbnails</li><li>- menu bars</li></ul> <p>Appropriate expository texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- manuals, essays, debates</li><li>- letters (letter of application)</li><li>- book and movie reviews (critical responses, critiques ...)</li><li>- minutes of a meeting ...</li></ul> <p><b>Digital texts examples:</b></p> <ul style="list-style-type: none"><li>- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod cast, bulletin boards...</li></ul> <p>May say:</p> <p>"Go to the site map page and look for what you want. That's faster than scrolling through all those choices."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p>2.1.3 b. <b>Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across expository texts (oral, print, and other media)</b></p> <p>*In grade nine, expository textual cues include:</p> <ul style="list-style-type: none"><li>- titles and chapter titles</li><li>- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive, persuasive)</li><li>- photographs (in text, of author, of topic...)</li><li>- illustrations and corresponding captions</li><li>- key words and placement</li><li>- capitalization, punctuation and pauses</li><li>- sentence patterns</li><li>- table of contents</li><li>- hot links</li><li>- headings and subheadings</li><li>- dictionary guide words</li><li>- paragraphs</li><li>- indices</li><li>- glossaries</li><li>- bullets</li><li>- margin notes/side bars</li><li>- thumbnails</li><li>- menu bars</li><li>- abstract or summary</li></ul> <p>Appropriate expository texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- manuals, essays, debates</li><li>- letters (letter of application)</li><li>- book and movie reviews (critical responses, critiques ...)</li><li>- minutes of a meeting ...</li></ul> <p><b>Digital texts examples:</b></p> <ul style="list-style-type: none"><li>- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod cast, bulletin boards...</li></ul> <p>May say:</p> <p>"Check the information in the summary to see if the data we need is going to be in there."</p> |

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning in oral, print, and other media texts</b></p>  | <p><b>Grade 7 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>2.1.3 c. <b>Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic texts (oral, print, and other media)</b></p> <p>*In grade six, poetic textual cues include patterns or frames that organize the writing:</p> <ul style="list-style-type: none"><li>- titles</li><li>- illustrations</li><li>- poems organized by words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses</li><li>- font, type size</li><li>- music/sounds, volume</li><li>- colour</li><li>- movement</li><li>- key words and placement</li><li>- capitalization</li><li>- punctuation and pauses</li><li>- placement and size of words</li><li>- syllabication</li><li>- white space</li></ul> <p>Appropriate poetic texts in grade six:</p> <ul style="list-style-type: none"><li>- visual representations</li><li>- raps, songs</li><li>- readers' theatre</li><li>- diamantes</li><li>- spoonerisms, limericks</li><li>- free verse</li><li>- cinquains</li><li>- puns</li><li>- epitaphs ...</li><li>- lyrics</li><li>- ballads</li><li>- odes</li><li>- haiku ...</li></ul> <p>May say:</p> <p>"It's easier to figure out the author's message in a cinquain because of the structure - all the words are images that connect to the beginning, so that helps me. Haiku is harder because you have to take all three lines and figure out the overall image"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>2.1.3 c. <b>Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from poetic texts (oral, print, and other media)</b></p> <p>*In grade seven, poetic textual cues include patterns or frames that organize the writing:</p> <ul style="list-style-type: none"><li>- titles</li><li>- illustrations</li><li>- poems organized by words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses</li><li>- font, type size</li><li>- music/sounds, volume</li><li>- colour</li><li>- movement</li><li>- key words and placement</li><li>- capitalization</li><li>- punctuation and pauses</li><li>- placement and size of words</li><li>- syllabication</li><li>- white space</li><li>- cadence</li></ul> <p>Appropriate poetic texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- visual representations</li><li>- songs, lyrics</li><li>- raps</li><li>- concrete poems</li><li>- readers' theatre</li><li>- free verse</li><li>- limericks, puns, spoonerisms</li><li>- cinquains</li><li>- haiku</li><li>- epitaphs</li><li>- ballads</li><li>- odes ...</li></ul> <p>May say.:</p> <p>"I love the way the rhythm of the repeated line makes you feel like you can hear the horse's hoof beats, and you can feel him coming closer throughout the poem."</p> |

## Use Strategies and Cues

### Text Features

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)</b></p>   | <p><b>Grade 9 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p>2.1.3 c. <b>Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from poetic texts (oral, print, and other media)</b></p> <p>*In grade eight, poetic textual cues include patterns or frames that organize the writing:</p> <ul style="list-style-type: none"><li>- titles</li><li>- illustrations</li><li>- poems organized by words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses</li><li>- font, type size</li><li>- music/sounds</li><li>- volume</li><li>- colour</li><li>- movement</li><li>- key words and placement</li><li>- capitalization</li><li>- punctuation and pauses</li><li>- placement and size of words</li><li>- syllabication</li><li>- white space</li><li>- cadence</li></ul> <p>Appropriate poetic texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- visual representations</li><li>- songs, lyrics</li><li>- raps</li><li>- concrete poems</li><li>- readers' theatre</li><li>- free verse</li><li>- limericks, puns, spoonerisms</li><li>- cinquains, haiku, epitaphs</li><li>- ballads, odes ...</li></ul> <p>May say:</p> <p>"I never know if I'm really 'getting it' when I read his poetry... Do you suppose the worms are a symbol of death, or are they just worms?"</p> <p>"I love Godson's rap. There's a real story in all that rhyme."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p>2.1.3 c. <b>Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across poetic texts (oral, print, and other media)</b></p> <p>*In grade nine, poetic textual cues include patterns or frames that organize the writing:</p> <ul style="list-style-type: none"><li>- titles</li><li>- illustrations</li><li>- poems organized by words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses</li><li>- font, type size</li><li>- music/sounds, volume</li><li>- colour</li><li>- movement</li><li>- key words and placement</li><li>- capitalization</li><li>- punctuation and pauses</li><li>- placement and size of words</li><li>- syllabication</li><li>- white space</li><li>- cadence</li></ul> <p>Appropriate poetic texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- visual representations</li><li>- songs, lyrics</li><li>- raps</li><li>- free verse</li><li>- limericks, puns, spoonerisms</li><li>- cinquains, haiku, epitaphs</li><li>- ballads, odes ...</li></ul> <p>May say:</p> <p>"My mom loves Leonard Cohen. I always thought he was an old has-been, but then I listened to Tower of Song and decided I wanted to read more of his stuff. He's pretty good for an old man. He makes some powerful images with his words."</p> <p>"I'm going to try taking one of my little brother's Dr. Seuss books, like maybe Fox in Socks, and setting it to a rap beat..."</p> |

## **General Outcome:**

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

### **6 Specific Outcome 2.1.4**

**Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts**

\*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

\*This SO includes semantic, syntactic and pragmatic cueing systems.

\*Phonics is no longer a useful cueing system for students in upper Elementary School and beyond; it is replaced by word analysis.

#### **Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

Comprehension Strategies (2.1.2)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

### **7 Specific Outcome 2.1.4**

**Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts**

\*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

\*This SO includes semantic, syntactic and pragmatic cueing systems.

\*Phonics is no longer a useful cueing system for students in upper Elementary School and beyond; it is replaced by word analysis.

#### **Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

Comprehension Strategies (2.1.2)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

### Cueing Systems

#### 8 Specific Outcome 2.1.4

**Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts**

\*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

\*This SO includes semantic, syntactic and pragmatic cueing systems.

\*Phonics is no longer a useful cueing system for students in upper Elementary School and beyond; it is replaced by word analysis.

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Comprehension Strategies (2.1.2)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

#### 9 Specific Outcome 2.1.4

**Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts**

\*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

\*This SO includes semantic, syntactic and pragmatic cueing systems.

\*Phonics is no longer a useful cueing system for students in upper Elementary School and beyond; it is replaced by word analysis.

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Comprehension Strategies (2.1.2)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 2.1.4</b></p> <p><b>Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts</b></p>  | <p><b>Grade 7 Specific Outcome 2.1.4</b></p> <p><b>Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>2.1.4 a. Reads for meaning; monitors, and self-corrects</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>Monitoring strategies may include:</p> <ul style="list-style-type: none"><li>- rejecting /adjusting predictions</li><li>- recognizing cause and effect relationships</li><li>- using knowledge of grammar, capitalization, and punctuation</li><li>- using word patterns (prefixes, suffixes)</li><li>- making and confirming, rejecting, or adjusting inferences</li><li>- explaining predictions</li><li>- retelling main ideas/concepts, narrative texts: plot, setting, characters, problem, goal, solution</li><li>- retelling main ideas/concepts, informational texts: topic, key idea, supporting ideas, details</li><li>- explaining conclusions</li><li>- explaining inferences</li><li>- sequencing</li><li>- reflecting</li><li>- outlining</li><li>- highlighting key information</li><li>- making notes</li><li>- setting a purpose for listening/viewing/reading</li><li>- previewing and reviewing texts</li><li>- selecting appropriate parts of texts</li><li>- summarizing</li><li>- skimming</li><li>- scanning</li><li>- paraphrasing</li><li>- tracking notes ...</li></ul> <p>May say:</p> <p>"In this paragraph, the author is saying..."</p> <p>"I think the poster talks about the dangers of second hand smoke."</p> <p>See Comprehension Strategies (2.1.2)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>2.1.4 a. Selects and uses a variety of strategies to construct and confirm meaning of both known and unfamiliar words</b></p> <p>*Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary). The context in which a word appears gives clues to which meaning is intended.</p> <p>*Meanings vary slightly from reader to reader. Conceptual meanings can vary from concrete to abstract.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- rejecting /adjusting predictions</li><li>- recognizing cause and effect relationships</li><li>- using knowledge of grammar, capitalization, and punctuation</li><li>- using word patterns (prefixes, suffixes)</li><li>- making and confirming, rejecting, or adjusting inferences</li><li>- explaining predictions</li><li>- retelling main ideas/concepts, narrative texts: plot, setting, characters, problem, goal, solution</li><li>- retelling main ideas/concepts, informational texts: topic, key idea, supporting ideas, details</li><li>- explaining conclusions</li><li>- explaining inferences</li><li>- sequencing</li><li>- reflecting</li><li>- outlining</li><li>- highlighting key information</li><li>- making notes</li><li>- setting a purpose for listening/viewing/reading</li><li>- previewing and reviewing texts</li><li>- selecting appropriate parts of texts</li><li>- summarizing</li><li>- skimming</li><li>- scanning</li><li>- paraphrasing</li><li>- tracking notes ...</li></ul> |

## Cueing Systems

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| <p><b>Grade 8 Specific Outcome 2.1.4</b></p> <p><b>Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts</b></p>  | <p><b>Grade 9 Specific Outcome 2.1.4</b></p> <p><b>Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>2.1.4 a. Selects, adapts, and uses a variety of strategies to construct and confirm meaning of both known and unfamiliar words</b></p> <p>*Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary). The context in which a word appears gives clues to which meaning is intended.</p> <p>*Meanings vary slightly from reader to reader. Conceptual meanings can vary from concrete to abstract.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> <li>- rejecting /adjusting predictions</li> <li>- recognizing cause and effect relationships</li> <li>- using knowledge of grammar, capitalization, and punctuation</li> <li>- using word patterns (prefixes, suffixes)</li> <li>- making and confirming, rejecting, or adjusting inferences</li> <li>- explaining predictions</li> <li>- retelling main ideas/concepts, narrative texts: plot, setting, characters, problem, goal, solution</li> <li>- retelling main ideas/concepts, informational texts: topic, key idea, supporting ideas, details</li> <li>- explaining conclusions</li> <li>- explaining inferences</li> <li>- sequencing</li> <li>- reflecting</li> <li>- outlining</li> <li>- highlighting key information</li> <li>- making notes</li> <li>- setting a purpose for listening/viewing/reading</li> <li>- previewing and reviewing texts</li> <li>- selecting appropriate parts of texts</li> <li>- summarizing</li> <li>- skimming</li> <li>- scanning</li> <li>- paraphrasing</li> <li>- tracking notes ...</li> </ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>2.1.4 a. Selects, adapts, and explains strategies used to construct and confirm meaning of both known and unfamiliar words</b></p> <p>*Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary). The context in which a word appears gives clues to which meaning is intended.</p> <p>*Meanings vary slightly from reader to reader. Conceptual meanings can vary from concrete to abstract.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> <li>- rejecting /adjusting predictions</li> <li>- recognizing cause and effect relationships</li> <li>- using knowledge of grammar, capitalization, and punctuation</li> <li>- using word patterns (prefixes, suffixes)</li> <li>- making and confirming, rejecting, or adjusting inferences</li> <li>- explaining predictions</li> <li>- retelling main ideas/concepts, narrative texts: plot, setting, characters, problem, goal, solution</li> <li>- retelling main ideas/concepts, informational texts: topic, key idea, supporting ideas, details</li> <li>- explaining conclusions</li> <li>- explaining inferences</li> <li>- sequencing</li> <li>- reflecting</li> <li>- outlining</li> <li>- highlighting key information</li> <li>- making notes</li> <li>- setting a purpose for listening/viewing/reading</li> <li>- previewing and reviewing texts</li> <li>- selecting appropriate parts of texts</li> <li>- summarizing</li> <li>- skimming</li> <li>- scanning</li> <li>- paraphrasing</li> <li>- tracking notes ...</li> </ul> |

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 2.1.4</b></p> <p><b>Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts</b></p>  | <p><b>Grade 7 Specific Outcome 2.1.4</b></p> <p><b>Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>2.1.4 b. Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)</b></p> <p>*Fluency includes:<br/>- intonation<br/>- pace, rate<br/>- volume<br/>- attending to punctuation<br/>- attending to context ...</p> <p><b>2.1.4 c. Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p><b>2.1.4 d. Selects and uses a variety of strategies to construct and confirm meaning of both known and unfamiliar words</b></p> <p>*Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary). The context in which a word appears gives clues to which meaning is intended.</p> <p>*Meanings vary slightly from reader to reader.<br/>Conceptual meanings can vary from concrete to abstract.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>2.1.4 b. Identifies and describes text structures, punctuation, and word order used in oral, print and other media texts</b></p> <p>*Examples may include recognizing that:<br/>- narratives have beginning, middle and end or other specific sequences<br/>- recipes begin with lists of ingredients and go to procedures<br/>- letters begin with a date and salutation<br/>- informational texts have headings, paragraphs, subheadings, and margin organizers<br/>- essays follow a paragraph structure ...</p> <p>*Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.</p> |

### Cueing Systems

#### Grade 8 Specific Outcome 2.1.4

Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts

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

By the end of Grade 8 the student ...

2.1.4 b. Describes and explains how text structures, punctuation, and word order relate to the meaning of oral, print, and other media texts

\*Examples may include recognizing that:

- narratives have beginning, middle and end or other specific sequences
- recipes begin with lists of ingredients and go to procedures
- letters begin with a date and salutation
- informational texts have headings, paragraphs, subheadings, and margin organizers
- essays follow a paragraph structure ...

\*Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

#### Grade 9 Specific Outcome 2.1.4

Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts

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

By the end of Grade 9 the student ...

2.1.4 b. Evaluates the impact of text structures, punctuation, and word order on the purpose(s) and meaning(s) of texts (oral, print, and other media)

\*Examples may include recognizing that:

- narratives have beginning, middle and end or other specific sequences
- recipes begin with lists of ingredients and go to procedures
- letters begin with a date and salutation
- informational texts have headings, paragraphs, subheadings, and margin organizers
- essays follow a paragraph structure ...

\*Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

**General Outcome:**

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 2.1.4</b><br><br><b>Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts</b>  | <b>Grade 7 Specific Outcome 2.1.4</b><br><br><b>Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts</b>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>2.1.4 e. Identifies and describes text structures, punctuation, and word order used in oral, print, and other media texts</b></p> <p>*Examples may include recognizing that:</p> <ul style="list-style-type: none"><li>- narratives have beginning, middle and end or other specific sequences</li><li>- recipes begin with lists of ingredients and go to procedures</li><li>- letters begin with a date and salutation</li><li>- informational texts have headings, paragraphs, subheadings, and margin organizers</li><li>- essays follow a paragraph structure ...</li></ul> <p>*Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.</p> <p>*Attending to punctuation when reading aloud affects fluency, in particular expression and phrasing.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>2.1.4 c. Infers author's or creator's purpose, audience, and choice of structure or form, in support of personal interpretations of texts (oral, print, and other media)</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Pragmatic: understanding that language fits a purpose and an audience, so varies according to social and cultural uses.</p> <p>*Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.</p> <p>Conversation topics in literature circles may include:</p> <ul style="list-style-type: none"><li>- students' background and prior knowledge/experience</li><li>- author's/creator's intent</li><li>- characters' feelings</li><li>- how a quotation/selection might be read/interpreted</li><li>- author's/creator's message</li><li>- multiple intended meanings or interpretations</li><li>- author's/creator's point of view</li><li>- ambiguity of text (conflicting messages) ...</li></ul> <p>See:</p> <p>Experience Various Texts (2.2.1)<br/>Respond to Various Texts (2.2.2)<br/>Forms and Genres (2.3.1)<br/>Elements of Texts (2.3.2)<br/>Word Choice and Artistry of Texts (2.3.3)<br/>Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)<br/>Create Original Texts (4.1.3)<br/>Enhance Artistry (4.2.4)</p> |

### Cueing Systems

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| <p><b>Grade 8 Specific Outcome 2.1.4</b></p> <p><b>Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p>2.1.4 c. <b>Explains personal interpretations of author's or creator's purpose, audience, and choice of structure or form</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Pragmatic: understanding that language fits a purpose and an audience, so varies according to social and cultural uses.</p> <p>*Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.</p> <p>Conversation topics in literature circles may include:</p> <ul style="list-style-type: none"> <li>- students' background and prior knowledge/experience</li> <li>- author's/creator's intent</li> <li>- characters' feelings</li> <li>- how a quotation/selection might be read/interpreted</li> <li>- author's/creator's message</li> <li>- multiple intended meanings or interpretations</li> <li>- author's/creator's point of view</li> <li>- ambiguity of text (conflicting messages) ...</li> </ul> <p>See:</p> <ul style="list-style-type: none"> <li>Experience Various Texts (2.2.1)</li> <li>Respond to Various Texts (2.2.2)</li> <li>Forms and Genres (2.3.1)</li> <li>Elements of Texts (2.3.2)</li> <li>Word Choice and Artistry of Texts (2.3.3)</li> <li>Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</li> <li>Create Original Texts (4.1.3)</li> <li>Enhance Artistry (4.2.4)</li> </ul> | <p><b>Grade 9 Specific Outcome 2.1.4</b></p> <p><b>Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p>2.1.4 c. <b>Explains and evaluates interpretations of author's or creator's purpose, audience, and choice of structure or form</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Pragmatic: understanding that language fits a purpose and an audience, so varies according to social and cultural uses.</p> <p>*Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.</p> <p>Conversation topics in literature circles may include:</p> <ul style="list-style-type: none"> <li>- students' background and prior knowledge/experience</li> <li>- author's/creator's intent</li> <li>- characters' feelings</li> <li>- how a quotation/selection might be read/interpreted</li> <li>- author's/creator's message</li> <li>- multiple intended meanings or interpretations</li> <li>- author's/creator's point of view</li> <li>- ambiguity of text (conflicting messages) ...</li> </ul> <p>See:</p> <ul style="list-style-type: none"> <li>Experience Various Texts (2.2.1)</li> <li>Respond to Various Texts (2.2.2)</li> <li>Forms and Genres (2.3.1)</li> <li>Elements of Texts (2.3.2)</li> <li>Word Choice and Artistry of Texts (2.3.3)</li> <li>Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</li> <li>Create Original Texts (4.1.3)</li> <li>Enhance Artistry (4.2.4)</li> </ul> |
|--|---|

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 2.1.4</b></p> <p><b>Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts</b></p>  | <p><b>Grade 7 Specific Outcome 2.1.4</b></p> <p><b>Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>2.1.4 f. <b>Infers author's or creator's purpose, audience, and choice of structure or form, in support of personal interpretations of texts (oral, print, and other media)</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Pragmatic: understanding that language fits a purpose and an audience, so varies according to social and cultural uses.</p> <p>*Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.</p> <p>Conversation topics in literature circles may include:</p> <ul style="list-style-type: none"><li>- students' background and prior knowledge/experience</li><li>- author's/creator's intent, message and point of view</li><li>- characters' feelings</li><li>- how a quotation/selection might be read/interpreted</li><li>- multiple intended meanings or interpretations...</li></ul> <p>May say:</p> <p>"Maybe the author wrote it that way so that we wouldn't know his exact opinion. We can take it either way."</p> <p>"I'm really confused with this essay. Sometimes I think the author is saying.....and sometimes it sounds like the opposite."</p> <p>See:</p> <p>Experience Various Texts (2.2.1)<br/>Respond to Various Texts (2.2.2)<br/>Forms and Genres (2.3.1) Elements of Texts (2.3.2)<br/>Word Choice and Artistry of Texts (2.3.3)<br/>Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)<br/>Create Original Texts (4.1.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>2.1.4 . <b>Information is on previous page(s)</b></p> |

## Use Strategies and Cues

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### Cueing Systems

#### Grade 8 Specific Outcome 2.1.4

Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts

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

By the end of Grade 8 the student ...

2.1.4 . Information is on previous page(s)

#### Grade 9 Specific Outcome 2.1.4

Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts

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

By the end of Grade 9 the student ...

2.1.4 . Information is on previous page(s)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

### 6 Specific Outcome 2.2.1

#### Explore a variety of oral, print, and other media texts

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style.)

\*Keep in mind that students need to experience a wide range of texts including those of Canadian and Aboriginal cultures, various communities, and a variety of authors.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Reading process stages include:

- pre-reading, reading, responding, exploring, & applying.

\*Viewing process stages include:

- pre-viewing, viewing, responding, exploring, & applying.

\*Listening process stages include:

- pre-listening, listening, responding, exploring, & applying.

#### Specific Outcome Links

Connect Self, Texts, and Culture (2.2.3)

Elements of Texts (2.3.2)

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

Appreciate Diversity (5.2.2)

### 7 Specific Outcome 2.2.1

#### Explore a variety of oral, print, and other media texts

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style.)

\*Keep in mind that students need to experience a wide range of texts including those of Canadian and Aboriginal cultures, various communities, and a variety of authors.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Reading process stages include:

- pre-reading, reading, responding, exploring, & applying.

\*Viewing process stages include:

- pre-viewing, viewing, responding, exploring, & applying.

\*Listening process stages include:

- pre-listening, listening, responding, exploring, & applying.

#### Specific Outcome Links

Connect Self, Texts, and Culture (2.2.3)

Elements of Texts (2.3.2)

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

Appreciate Diversity (5.2.2)

**Experience Various Texts****8 Specific Outcome 2.2.1****Explore a variety of oral, print, and other media texts**

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style.)

\*Keep in mind that students need to experience a wide range of texts including those of Canadian and Aboriginal cultures, various communities, and a variety of authors.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Reading process stages include:

- pre-reading, reading, responding, exploring, & applying.

\*Viewing process stages include:

- pre-viewing, viewing, responding, exploring, & applying.

\*Listening process stages include:

- pre-listening, listening, responding, exploring, & applying.

**Specific Outcome Links**

Connect Self, Texts, and Culture (2.2.3)

Elements of Texts (2.3.2)

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

Appreciate Diversity (5.2.2)

**9 Specific Outcome 2.2.1****Explore a variety of oral, print, and other media texts**

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style.)

\*Keep in mind that students need to experience a wide range of texts including those of Canadian and Aboriginal cultures, various communities, and a variety of authors.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Reading process stages include:

- pre-reading, reading, responding, exploring, & applying.

\*Viewing process stages include:

- pre-viewing, viewing, responding, exploring, & applying.

\*Listening process stages include:

- pre-listening, listening, responding, exploring, & applying.

**Specific Outcome Links**

Connect Self, Texts, and Culture (2.2.3)

Elements of Texts (2.3.2)

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

Appreciate Diversity (5.2.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 2.2.1</b></p> <p><b>Explore a variety of oral, print, and other media texts</b></p>  | <p><b>Grade 7 Specific Outcome 2.2.1</b></p> <p><b>Explore a variety of oral, print, and other media texts</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- Elders' stories</li><li>- guests' stories</li><li>- familiar and unfamiliar stories</li><li>- audio and video representations ...</li></ul> <p>Suggested strategies:</p> <ul style="list-style-type: none"><li>- guest speakers</li><li>- sharing circles</li><li>- presentations</li><li>- celebrations</li><li>- author's chair</li><li>- literature circles</li><li>- Internet sites</li><li>- literature from diverse cultures</li><li>- music from diverse cultures</li><li>- dances</li><li>- films, videos ...</li></ul> <p><b>2.2.1 b. Sets a purpose for reading</b></p> <p>Purposes may include reading:</p> <ul style="list-style-type: none"><li>- for enjoyment</li><li>- for interest</li><li>- for information or research</li><li>- to construct meaning</li><li>- to make and confirm predictions or understanding</li><li>- to respond</li><li>- to clarify</li><li>- to extend thinking</li><li>- for appreciation ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>2.2.1 a. Sets a purpose for reading/listening to/viewing oral, print, and other media texts from diverse cultures</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- Elders' stories</li><li>- guests' stories</li><li>- familiar and unfamiliar stories</li><li>- audio and video representations ...</li></ul> <p>Purposes may include reading:</p> <ul style="list-style-type: none"><li>- for enjoyment</li><li>- for interest</li><li>- for information or research</li><li>- to construct meaning</li><li>- to make and confirm predictions or understanding</li><li>- to respond</li><li>- to clarify</li><li>- to extend thinking</li><li>- for appreciation ...</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- guest speakers</li><li>- sharing circles</li><li>- presentations</li><li>- celebrations</li><li>- author's chair</li><li>- literature circles</li><li>- Internet sites</li><li>- literature from diverse cultures</li><li>- music from diverse cultures</li><li>- dances</li><li>- films, videos ...</li></ul> |

## Respond to Texts

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### Experience Various Texts

#### Grade 8 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

#### Grade 9 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.2.1 a. Sets a purpose for reading/listening to/viewing oral, print, and other media texts from diverse cultures

Examples may include:

- Elders' stories
- guests' stories
- familiar and unfamiliar stories
- audio and video representations ...

Purposes may include reading:

- for enjoyment
- for interest
- for information or research
- to construct meaning
- to make and confirm predictions or understanding
- to respond
- to clarify
- to extend thinking
- for appreciation ...

Examples may include:

- guest speakers
- sharing circles
- presentations
- celebrations
- author's chair
- literature circles
- Internet sites
- literature from diverse cultures
- music from diverse cultures
- dances
- films, videos ...

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.2.1 a. Sets a purpose for reading/listening to/viewing oral, print, and other media texts from diverse cultures

Examples may include:

- Elders' stories
- guests' stories
- familiar and unfamiliar stories
- audio and video representations ...

Purposes may include reading:

- for enjoyment
- for interest
- for information or research
- to construct meaning
- to make and confirm predictions or understanding
- to respond
- to clarify
- to extend thinking
- for appreciation ...

Examples may include:

- guest speakers
- sharing circles
- presentations
- celebrations
- author's chair
- literature circles
- Internet sites
- literature from diverse cultures
- music from diverse cultures
- dances
- films, videos ...

## General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 2.2.1</b><br/><b>Explore a variety of oral, print, and other media texts</b></p>  | <p><b>Grade 7 Specific Outcome 2.2.1</b><br/><b>Explore a variety of oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.2.1 c. <b>Explores a variety of narrative texts (oral, print, and other media)</b></p> <p>*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).</p> <p>*<b>Required</b> narrative texts to <b>explore</b> in grade six:</p> <ul style="list-style-type: none"><li>- story books (high proportion of text and increasingly sophisticated themes)</li><li>- plays (scripts)</li><li>- traditional tales, such as fairy tales, fables, legends, tall tales, folk tales, myths</li><li>- short stories</li><li>- novels: chapters are relatively short (10 pages), with few or no illustrations, featuring action, minor dialogue, considerable description, varied sentence lengths, challenging vocabulary, often written in the first person or narrated; each chapter usually presents and solves a problem or a new attempt at solving the same problem; range 100-180 pages</li><li>- narratives where the main and minor characters are: predictable (inferences can be made about characters' actions and feelings), often stereotypical, but some complexity in characters is evident (main character is partly "good" or partly "bad" and may improve because of a lesson learned), main character is clearly identifiable, relationships between characters are central</li><li>- narratives where setting (time and place) is: obvious and singular (in novels two or more settings are possible), some foreshadowing or flashbacks</li><li>- narratives where plot includes: clear sequence (beginning, middle, end), action, problem is solved and there may be a simple twist at the end, clear cause-effect pattern, often features suspense</li><li>- narratives where ideas, content, vocabulary, and theme are grade appropriate</li></ul> <p>Appropriate narrative texts in grade six include:</p> <ul style="list-style-type: none"><li>- dances, songs, sculptures, folk tales</li><li>- comic or cartoon strip, scripts or dramas (television programs, radio plays ...), slide shows ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.2.1 b. <b>Explores a variety of narrative, expository, and poetic texts (oral, print, and other media), and expresses preferences for particular texts</b></p> <p>*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).</p> <p>*<b>Required</b> texts to <b>explore</b> in grade seven:</p> <ul style="list-style-type: none"><li>- novels (longer chapters with few illustrations, featuring action, dialogue, considerable description, varied sentence length, challenging vocabulary)</li><li>- narratives</li><li>- fantasy</li><li>- editorials</li><li>- reviews</li><li>- interviews</li><li>- ballads</li><li>- lyrics</li><li>- essays</li></ul> <p>Appropriate <b>narrative</b> texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- sculptures, dances, songs, tableaux, poems, comic or cartoon strips, scripts and dramas (television programs, radio plays ...), slide shows ...</li></ul> <p>Appropriate <b>expository</b> texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- manuals, essays, debates, letters (to request information, to editor or official, of complaint or concern, of application), book and movie reviews (critical responses, critiques ...) minutes of a meeting ...</li></ul> <p>Appropriate <b>poetic</b> texts in grades 7, 8, 9 include:</p> <ul style="list-style-type: none"><li>- visual representations, songs, raps, lyrics, spoonerisms, puns, free verse, epitaphs, ballads, odes ...</li></ul> <p><b>Digital expository</b> text examples:</p> <ul style="list-style-type: none"><li>- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, podcasts...</li></ul> |

## Respond to Texts

### Experience Various Texts

#### Grade 8 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.2.1 b. Explores a variety of narrative, expository, and poetic texts (oral, print, and other media), and explains preferences for particular texts

\*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).

\*Required texts to explore in grade eight:

- novels
- short stories
- scripts
- critiques
- memoirs

Appropriate narrative texts in grades 7, 8, 9 include:

- sculptures, dances, songs, tableaux, poems, comic or cartoon strips, scripts and dramas (television programs, radio plays ...), slide shows ...

Sub-genres include:

- autobiography, biography, contemporary, traditional, epic, historical, historical-fiction, fantasy, realistic, mystery, romance, adventure, science-fiction ..

Appropriate expository texts in grades 7, 8, 9 include:

- manuals, essays, debates, letters (to request information, to editor or official, of complaint or concern, of application), book and movie reviews (critical responses, critiques ...) minutes of a meeting ...

Appropriate poetic texts in grades 7, 8, 9 include:

- visual representations, songs, raps, lyrics, spoonerisms, puns, free verse, epitaphs, ballads, odes ...

Digital expository text examples:

- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod casts...

#### Grade 9 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.2.1 b. Explores a variety of narrative, expository, and poetic texts (oral, print, and other media), and explains preferences for particular texts

\*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).

\*Required texts to explore in grade nine:

- satire
- essays
- government documents/publications
- reports
- free verse
- biopoem

Appropriate narrative texts in grades 7, 8, 9 include:

- sculptures, dances, songs, tableaux, poems, comic or cartoon strips, scripts and dramas (television programs, radio plays ...), slide shows ...

Appropriate expository texts in grades 7, 8, 9 include:

- manuals, essays, debates, letters (to request information, to editor or official, of complaint or concern, of application), book and movie reviews (critical responses, critiques ...) minutes of a meeting ...

Appropriate poetic texts in grades 7, 8, 9 include:

- visual representations, songs, raps, lyrics, spoonerisms, puns, free verse, epitaphs, ballads, odes ...

Digital expository text examples:

- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod casts...

See:

Connect Self, Texts, and Culture (2.2.3)

Appreciate Diversity (5.2.2)

## General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 2.2.1</b><br/><b>Explore a variety of oral, print, and other media texts</b></p>   | <p><b>Grade 7 Specific Outcome 2.2.1</b><br/><b>Explore a variety of oral, print, and other media texts</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.2.1 d. <b>Explores a variety of expository texts (oral, print, and other media)</b></p> <p>*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).</p> <p>*<b>Required</b> expository texts to <b>explore</b> in grade six:</p> <ul style="list-style-type: none"><li>- manuals</li><li>- book and movie reviews</li><li>- task cards and instructions</li><li>- biographies</li><li>- study notes</li><li>- documentaries</li><li>- text books</li><li>- instructions</li><li>- book reviews (games, character sketches, maps ...)</li><li>- observations</li><li>- histories</li><li>- prologues</li><li>- news and weather reports</li><li>- letters (to officials or editors)</li><li>- autobiographies</li><li>- speeches</li><li>- varied forms of data collections</li><li>- thesauri</li><li>- brochures</li><li>- newspapers</li><li>- pamphlets</li><li>- science experiments</li></ul> <p>Appropriate expository texts in addition to those listed in previous grades:</p> <ul style="list-style-type: none"><li>- manuals</li><li>- essays</li><li>- letters (letter of application)</li><li>- book and movie reviews (critical responses, critiques ...)</li><li>- debates</li><li>- minutes of a meeting ...</li></ul> <p>See:<br/>Connect Self, Texts, and Culture (2.2.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.2.1 . <b>Information is on previous page(s)</b></p> |

## Respond to Texts

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### Experience Various Texts

#### Grade 8 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

#### Grade 9 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.2.1 . Information is on previous page(s)

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.2.1 . Information is on previous page(s)

## General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 2.2.1</b><br/>Explore a variety of oral, print, and other media texts</p>  | <p><b>Grade 7 Specific Outcome 2.2.1</b><br/>Explore a variety of oral, print, and other media texts</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.2.1 e. Explores a variety of poetic texts (oral, print, and other media)</p> <p>*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).</p> <p>*<u>Required</u> poetic texts to <u>explore</u> in grade six are poems with:</p> <ul style="list-style-type: none"><li>- some repetition (refrain, lines, phrases)</li><li>- strong rhythm</li><li>- description (grade appropriate vocabulary and qualifiers)</li><li>- some figurative language (alliteration, simile and/or comparison, personification, metaphor, hyperbole/exaggeration: overstatement and understatement ...)</li><li>- free verse</li></ul> <p>Appropriate poetic texts in grade six include:</p> <ul style="list-style-type: none"><li>- visual representations</li><li>- songs</li><li>- concrete poems</li><li>- raps</li><li>- readers' theatre</li><li>- diamantes</li><li>- spoonerisms</li><li>- free verse</li><li>- limericks</li><li>- cinquains</li><li>- puns</li><li>- epitaphs</li><li>- lyrics</li><li>- ballads</li><li>- odes</li><li>- haiku ...</li></ul> <p>See:</p> <p>Connect Self, Texts, and Culture (2.2.3)<br/>Appreciate Diversity (5.2.2)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.2.1 . Information is on previous page(s)</p> |

## Respond to Texts

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### Experience Various Texts

#### Grade 8 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

#### Grade 9 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.2.1 . Information is on previous page(s)

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.2.1 . Information is on previous page(s)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

### 6 Specific Outcome 2.2.2

**Respond to oral, print, and other media texts creatively and critically**

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style).

\*Responses can be described as:

- engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, judging

\*Responses occur in a variety of forms:

- artistic, dramatic, musical, numeric, scientific, historic, economic

\*All forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media).

#### General Example(s)

Responses are made through a variety of activities:

- talking
- discussing
- reading (guided, shared, aloud, and independent)
- listening
- viewing
- illustrating
- drawing
- journaling
- enacting
- imitating
- questioning
- reflecting
- retelling
- singing
- chanting
- dancing
- drum dancing
- sculpting
- creating ...

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Share and Compare Responses (5.2.1)

Appreciate Diversity (5.2.2)

### 7 Specific Outcome 2.2.2

**Respond to oral, print, and other media texts creatively and critically**

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style).

\*Responses can be described as:

- engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, judging

\*Responses occur in a variety of forms:

- artistic, dramatic, musical, numeric, scientific, historic, economic

\*All forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media).

#### General Example(s)

Responses are made through a variety of activities:

- talking
- discussing
- reading (guided, shared, aloud, and independent)
- listening
- viewing
- illustrating
- drawing
- journaling
- enacting
- imitating
- questioning
- reflecting
- retelling
- singing
- chanting
- dancing
- drum dancing
- sculpting
- creating ...

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Share and Compare Responses (5.2.1)

Appreciate Diversity (5.2.2)

### Respond to Various Texts

#### 8 Specific Outcome 2.2.2

**Respond to oral, print, and other media texts creatively and critically**

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style).

\*Responses can be described as:

- engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, judging

\*Responses occur in a variety of forms:

- artistic, dramatic, musical, numeric, scientific, historic, economic

\*All forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media).

#### General Example(s)

Responses are made through a variety of activities:

- talking
- discussing
- reading (guided, shared, aloud, and independent)
- listening
- viewing
- illustrating
- drawing
- journaling
- enacting
- imitating
- questioning
- reflecting
- retelling
- singing
- chanting
- dancing
- drum dancing
- sculpting
- creating ...

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Share and Compare Responses (5.2.1)

Appreciate Diversity (5.2.2)

#### 9 Specific Outcome 2.2.2

**Respond to oral, print, and other media texts creatively and critically**

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style).

\*Responses can be described as:

- engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, judging

\*Responses occur in a variety of forms:

- artistic, dramatic, musical, numeric, scientific, historic, economic

\*All forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media).

#### General Example(s)

Responses are made through a variety of activities:

- talking
- discussing
- reading (guided, shared, aloud, and independent)
- listening
- viewing
- illustrating
- drawing
- journaling
- enacting
- imitating
- questioning
- reflecting
- retelling
- singing
- chanting
- dancing
- drum dancing
- sculpting
- creating ...

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Share and Compare Responses (5.2.1)

Appreciate Diversity (5.2.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 2.2.2</b></p> <p><b>Respond to oral, print, and other media texts creatively and critically</b></p>   | <p><b>Grade 7 Specific Outcome 2.2.2</b></p> <p><b>Respond to oral, print, and other media texts creatively and critically</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>2.2.2 a. <b>Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning</b></p> <p>*The distinction between grade levels is the depth of the response.</p> <p>*It is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).</p> <p>*Responses occur in a variety of forms:<br/>- artistic, dramatic, musical, numeric, scientific, historic ...</p> <p><u>Knowledge</u> may say: "This whole Powerpoint presentation was about..." "We made a game to help us to remember the facts about Canada."</p> <p><u>Comprehension</u> may say: "An example of static electricity is..." "An example of series circuit is Christmas lights. When one bulb is burned or broken, the whole series goes off."</p> <p><u>Application</u> may say: "To solve this problem, we have to use the same formula we used to calculate the answer in the problem about area."</p> <p><u>Analysis</u> may say: "When the presenter said...that was proof that..." "The presenter's comment about...proves my argument that..."</p> <p><u>Synthesis</u> may say: "So, if the data are correct, the community will vote for..." "Our job is to write the debate arguing for...and we are supposed to use the information we gathered for the Social Studies report."</p> <p><u>Evaluation</u> may say: "I preferred the movie over the book because..." "The book did not give me enough information about...to get into it or to agree with the character's reactions."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>2.2.2 a. <b>Discusses personal responses to shared and independent listening, reading, and viewing experiences</b></p> <p>*The distinction between grade levels is the depth of the response.</p> <p>*It is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).</p> <p>*Responses occur in a variety of forms:<br/>- artistic, dramatic, musical, numeric, scientific, historic ...</p> <p><u>Knowledge</u> may say: "Circumpolar countries are those that are north of 60 degrees North."</p> <p><u>Comprehension</u> may say: "Based on this, there have been several migrations of people throughout the circumpolar world."</p> <p><u>Application</u> may say: "If we want to take serious action on global warming we should start by bringing together the circumpolar countries because they are the most affected by it."</p> <p><u>Analysis</u> may say: "Changes in health care delivery helped to increase life expectancy across the circumpolar world."</p> <p><u>Synthesis</u> may say: "All the countries except Iceland have aboriginal populations as part of a bigger population; self-government is harder if you don't form the majority."</p> <p><u>Evaluation</u> may say: "We need to be more economically self-sufficient if we want to control our own destiny. That's why things like the pipeline, mining, and oil and gas exploration are so important for us."</p> |

### Respond to Various Texts

#### **Grade 8 Specific Outcome 2.2.2**

**Respond to oral, print, and other media texts creatively and critically**

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

**By the end of Grade 8 the student ...**

2.2.2 a. **Explains personal responses to shared and independent listening, reading, and viewing experiences**

\*The distinction between grade levels is the depth of the response.

\*It is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).

\*Responses occur in a variety of forms:

- artistic, dramatic, musical, numeric, scientific, historic ...

Knowledge may say: "All animals gather food."

Comprehension may say: "All cells need food - from an amoeba to a grizzly bear to a birch tree."

Application may say: "Blood circulates through our body the way oil circulates through an engine."

Analysis may say: "Red blood cells carry oxygen from the lungs to the whole body. If I have too few red blood cells that would mean my body would not get enough oxygen."

Synthesis may say: "Blood cells circulate through our body the way oil circulates through an engine. But oil only lubricates the engine parts whereas blood brings in food and oxygen and removes waste."

Evaluation may say: "Blood cells circulate through our body the way oil circulates through an engine. But oil only lubricates the engine parts, whereas blood brings in food and oxygen and removes waste. So that means..."

See:  
Comprehension Strategies (2.1.2)  
Elements of Texts (2.3.2)

#### **Grade 9 Specific Outcome 2.2.2**

**Respond to oral, print, and other media texts creatively and critically**

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

**By the end of Grade 9 the student ...**

2.2.2 a. **Explains and supports personal responses to shared and independent listening, reading, and viewing experiences**

\*The distinction between grade levels is the depth of the response.

\*It is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).

\*Responses occur in a variety of forms:

- artistic, dramatic, musical, numeric, scientific, historic ...

Knowledge may say: "Treaties are agreements between the Queen, the Government of Canada, and the aboriginal peoples."

Comprehension may say: "Dene people view the treaties as intentions of peace and goodwill."

Application may say: "Self-government is getting to make your own decisions about your land and your future. It's kind of the same as growing up and making your own decisions about jobs and education, friends, and so on."

Analysis may say: "The self-government negotiations have been very different in different areas of the NWT; the COPE agreement was signed more than 20 years ago, but there are still some Dene communities with limited powers of self-government."

Synthesis may say: "The peace treaties being negotiated in places in the Middle East are similar to the Dene treaties of long ago; they are looking at land, peace, and settlement."

Evaluation may say: "Without self-government there will be no equality between people. We all have the right to make our own decisions and direct our lives."

**General Outcome:**

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |  |
|--|--|
| <b>Grade 6 Specific Outcome 2.2.2</b><br><b>Respond to oral, print, and other media texts creatively and critically</b>  | <b>Grade 7 Specific Outcome 2.2.2</b><br><b>Respond to oral, print, and other media texts creatively and critically</b>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.2.2 . Information is on previous page(s)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.2.2 b. <b>Responds through creative writing, and representation to shared and independent listening, reading, and viewing experiences</b></p> <p><u>Knowledge</u> responses may include:</p> <ul style="list-style-type: none"><li>- lists</li><li>- did you know...?</li><li>- Jeopardy-style or other games</li><li>- maps</li><li>- surveys ...</li></ul> <p><u>Comprehension</u> responses may include:</p> <ul style="list-style-type: none"><li>- learning logs, point of view diaries</li><li>- explanations</li><li>- webs</li><li>- summaries</li><li>- inferences</li><li>- predictions ...</li></ul> <p><u>Application</u> responses may include:</p> <ul style="list-style-type: none"><li>- script adaptations</li><li>- descriptions</li><li>- directions, instructions ...</li></ul> <p><u>Analysis</u> responses may include:</p> <ul style="list-style-type: none"><li>- compare/contrast</li><li>- classifications</li><li>- interpretation, data interpretation</li><li>- dance, sculpture, drama</li><li>- posters, illustrations, charts, outlines ...</li></ul> <p><u>Synthesis</u> responses may include:</p> <ul style="list-style-type: none"><li>- reports, essays</li><li>- multimedia presentations ...</li></ul> <p><u>Evaluation</u> responses may include</p> <ul style="list-style-type: none"><li>- opinions</li><li>- editorials</li><li>- reflections ...</li></ul> |

**Respond to Various Texts**

**Grade 8 Specific Outcome 2.2.2**

**Respond to oral, print, and other media texts creatively and critically**

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

**By the end of Grade 8 the student ...**

**2.2.2 b. Responds through creative writing, and representation to shared and independent listening, reading, and viewing experiences**

Knowledge responses may include:

- lists
- did you know?"
- Jeopardy-style or other games
- maps
- surveys ...

Comprehension responses may include:

- learning logs, point of view diaries
- explanations
- webs
- summaries
- inferences
- predictions ...

Application responses may include:

- script adaptations
- descriptions
- directions, instructions ...

Analysis responses may include:

- compare/contrast
- classifications
- interpretation, data interpretation
- dance, sculpture, drama
- posters, illustrations, charts, outlines ...

Synthesis responses may include:

- reports, essays
- multimedia presentations ...

Evaluation responses may include

- opinions
- editorials
- reflections ...

**Grade 9 Specific Outcome 2.2.2**

**Respond to oral, print, and other media texts creatively and critically**

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

**By the end of Grade 9 the student ...**

**2.2.2 b. Responds through creative writing, and representation to shared and independent listening, reading, and viewing experiences**

Knowledge responses may include:

- lists
- did you know?"
- Jeopardy-style or other games
- maps
- surveys ...

Comprehension responses may include:

- learning logs, point of view diaries
- explanations
- webs
- summaries
- inferences
- predictions ...

Application responses may include:

- script adaptations
- descriptions
- directions, instructions ...

Analysis responses may include:

- compare/contrast
- classifications
- interpretation, data interpretation
- dance, sculpture, drama
- posters, illustrations, charts, outlines ...

Synthesis responses may include:

- reports, essays
- multimedia presentations ...

Evaluation responses may include

- opinions
- editorials
- reflections ...

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

### 6 Specific Outcome 2.2.3

**Identify bias and stereotype in texts (oral, print, and other media) to extend personal perspective of cultural representations and real life**

\*In a multicultural, multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*Keep in mind that students need to experience a wide range of texts including those of Canadian and Aboriginal cultures, various communities, and a variety of authors.

#### General Example(s)

Discussion topics may include:

- feelings
- ideas
- topics
- times
- places
- people
- characters' actions and choices
- situations
- challenges
- events
- experiences
- traditions ...

Cultural representations may include:

- foods
- games
- tools
- clothing
- stories
- dances
- songs, music
- language
- artifacts
- rituals
- beliefs
- values
- customs
- traditions
- histories ...

#### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Prior Knowledge and Connections (2.1.1)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Appreciate Diversity (5.2.2)

### 7 Specific Outcome 2.2.3

**Identify ideas, points of view, and bias in texts**

\*In a multicultural, multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*Keep in mind that students need to experience a wide range of texts including those of Canadian and Aboriginal cultures, various communities, and a variety of authors.

#### General Example(s)

Discussion topics may include:

- feelings
- ideas
- topics
- times
- places
- people
- characters' actions and choices
- situations
- challenges
- events
- experiences
- traditions ...

Cultural representations may include:

- foods
- games
- tools
- clothing
- stories
- dances
- songs
- music
- language
- artifacts
- rituals
- beliefs
- values
- customs
- traditions
- histories ...

#### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Prior Knowledge and Connections (2.1.1)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Appreciate Diversity (5.2.2)

**Connect Self, Texts, and Culture****8 Specific Outcome 2.2.3**

**Identify and compare ideas, points of view, and bias, in and across texts**

\*In a multicultural, multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*Keep in mind that students need to experience a wide range of texts including those of Canadian and Aboriginal cultures, various communities, and a variety of authors.

**General Example(s)**

Discussion topics may include:

- feelings
- ideas
- topics
- times
- places
- people
- characters' actions and choices
- situations
- challenges
- events
- experiences
- traditions ...

Cultural representations may include:

- foods
- games
- tools
- clothing
- stories
- dances
- songs
- music
- language
- artifacts
- rituals
- beliefs
- values
- customs
- traditions
- histories ...

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Prior Knowledge and Connections (2.1.1)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Appreciate Diversity (5.2.2)

**9 Specific Outcome 2.2.3**

**Compare and critique ideas, points of view, and bias, in and across texts**

\*In a multicultural, multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*Keep in mind that students need to experience a wide range of texts including those of Canadian and Aboriginal cultures, various communities, and a variety of authors.

**General Example(s)**

Discussion topics may include:

- feelings
- ideas
- topics
- times
- places
- people
- characters' actions and choices
- situations
- challenges
- events
- experiences
- traditions ...

Cultural representations may include:

- foods
- games
- tools
- clothing
- stories
- dances
- songs
- music
- language
- artifacts
- rituals
- beliefs
- values
- customs
- traditions
- histories ...

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Prior Knowledge and Connections (2.1.1)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Appreciate Diversity (5.2.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 2.2.3</b></p> <p><b>Identify bias and stereotype in texts (oral, print, and other media) to extend personal perspective of cultural representations and real life</b></p>  | <p><b>Grade 7 Specific Outcome 2.2.3</b></p> <p><b>Identify ideas, points of view, and bias in texts</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>2.2.3 a. Describes how groups of people are portrayed in oral, print and other media texts</b></p> <p>*Awareness and sensitivity to bias and stereotype are critical.</p> <p>*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities...</p> <p>May say:<br/>"Isn't it odd that we use names of some cultures for sports teams or for selling some products - like the Edmonton Eskimos, the Atlanta Braves, the Chicago Black Hawks, and Chrysler's Jeep Grand Cherokee. I think they picked those names because they used an idea that they thought people would understand right away. It is kind of a symbol."</p> <p><b>2.2.3 b. Identifies bias and stereotype in texts (oral, print, and other media) and real life</b></p> <p>*Be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undue bias and prejudice, and respect for opinions and rights of others.</p> <p>May say:<br/>"Sign of the Beaver is an example of how people who don't know anything about aboriginal people think they can write about them."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>2.2.3 a. Compares how groups of people are portrayed in oral, print, and other media texts</b></p> <p>*Awareness and sensitivity to bias and stereotype are critical.</p> <p>*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities...</p> <p>May say:<br/>"The way Paula Fox described the Africans in The Slave Dancer was really awful. But I guess that's how the slavers thought about them back then."</p> <p><b>2.2.3 b. Describes bias and stereotypes in oral, print, and other media texts</b></p> <p>May say:<br/>"This editorial talks about teenagers like we're all juvenile delinquents. We aren't all like that."</p> <p>"Why do adults think that just because we wear different clothes we're all bad?"</p> <p><b>2.2.3 c. Describes portrayals of various characters, communities and/or cultures in oral, print, and other media texts</b></p> <p>May say:<br/>"I think the way fat people are described in the documentary Supersize Me is really mean and disrespectful."</p> <p><b>2.2.3 d. Describes how personal understandings of cultures and communities are influenced by oral, print, and other media texts</b></p> <p>May say:<br/>"I never realized how different the East Indian culture was until I watched Bend it Like Beckham. They have really different rules and expectations for their kids."</p> |

Connect Self, Texts, and Culture

**Grade 8 Specific Outcome 2.2.3**

**Identify and compare ideas, points of view, and bias, in and across texts**

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

**By the end of Grade 8 the student ...**

**2.2.3 a. Compares how groups of people are portrayed in and across oral, print, and other media texts**

\*Awareness and sensitivity to bias and stereotype are critical.

\*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities...

May say:

"We think that everybody should get an education but some places, like Afghanistan, don't let girls attend school."

**2.2.3 b. Compares bias and stereotypes in and across oral, print, and other media texts**

May say:

"It makes me laugh to look at these old readers - look at Mother in her high heels and apron, feeding the chickens! Families have sure changed since this was written."

**2.2.3 c. Compares portrayals of various characters, communities, and/or cultures in and across texts (oral, print, and other media)**

May say:

"In The Boy in the Striped Pajamas, even though you know the father is a Nazi, he doesn't seem bad. It's a really different point of view from the Diary of Anne Frank and Number the Stars."

**Grade 9 Specific Outcome 2.2.3**

**Compare and critique ideas, points of view, and bias, in and across texts**

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

**By the end of Grade 9 the student ...**

**2.2.3 a. Critiques how groups of people are portrayed in and across oral, print, and other media texts**

\*Awareness and sensitivity to bias and stereotype are critical.

\*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities...

May say:

"I think the way Will Hobbs describes the Dene in his books is pretty one-dimensional - they are all either rebel teenagers or wise old Elders."

**2.2.3 b. Critiques bias and stereotypes in and across oral, print, and other media texts**

May say:

"You can tell that many of these people writing letters to the editor about gun control have never been anywhere in the North where people use guns to hunt for food. If they had some other experiences, maybe they would understand our point of view."

**2.2.3 c. Critiques portrayals of various characters, communities, and/or cultures in and across texts (oral, print, and other media)**

May say:

"In Maus, the author shows the Nazis as cats and the Jews as mice. I understand that part. But the Polish people are drawn as pigs, and that doesn't seem fair."

**2.2.3 d. Evaluates how own and others' understandings of cultures and communities may be influenced by different texts (oral, print, and other media)**

May say:

"If more people read Richard Van Camp's The Lesser Blessed, then maybe they would understand what it's like to be an aboriginal teenager in the North."

## General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 2.2.3</b></p> <p>Identify bias and stereotype in texts (oral, print, and other media) to extend personal perspective of cultural representations and real life</p>  | <p><b>Grade 7 Specific Outcome 2.2.3</b></p> <p>Identify ideas, points of view, and bias in texts</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.2.3 c. Begins to interpret the portrayals of the various characters, communities and/or cultures in texts (oral, print, and other media)</p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>*connecting self to text, to world</p> <p>*Information is embedded in narrative, expository, and poetic texts.</p> <p>May say:<br/>"Soldiers are often seen as the bad guys or rough people. They are trained to defend themselves; but we know that humans are not built to hurt other humans. The soldiers are making choices because of their training. I don't think that I could make those choices because I have not lived the same experiences."</p> <p>See Experience Various Texts (2.2.1)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.2.3 e. Identifies how similar ideas and themes are explored in texts (oral, print, and other media) from various cultures and communities</p> <p>Themes might include:</p> <ul style="list-style-type: none"><li>- love</li><li>- hate</li><li>- envy</li><li>- survival</li><li>- strength</li><li>- courage</li><li>- loyalty</li><li>- pride</li><li>- greed</li><li>- ambition ...</li></ul> <p>May say:<br/>"Look at all the different Cinderella stories we've collected - from Japan and from Germany, and a lot of aboriginal legends too!"</p> |

Connect Self, Texts, and Culture

**Grade 8 Specific Outcome 2.2.3**

**Identify and compare ideas, points of view, and bias, in and across texts**

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

**By the end of Grade 8 the student ...**

**2.2.3 d. Compares how personal understandings of cultures and communities are influenced by different texts (oral, print, and other media)**

May say,:

"I changed my mind about Greenpeace after I read those articles online about how they're trying to make us stop hunting caribou."

"I never really thought about homeless people until we moved to Yellowknife and started reading about all the problems in the newspaper."

**2.2.3 e. Compares how similar ideas and themes are explored in texts (oral, print, and other media) from various cultures and communities**

Themes might include:

- love
- hate
- envy
- survival
- strength
- courage
- loyalty
- pride
- greed
- ambition ...

May say:

"Sometimes it's hard to remember that there are children affected by war. We hear so much about the soldiers, but look at the stories we've been reading about how war affects children too - Zlata's Diary, The Lost Boys, The Diary of Anne Frank... Even though it's more than 50 years between those books the problems are still the same."

**Grade 9 Specific Outcome 2.2.3**

**Compare and critique ideas, points of view, and bias, in and across texts**

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

**By the end of Grade 9 the student ...**

**2.2.3 e. Evaluates how similar ideas and themes are explored in texts (oral, print, and other media) from various cultures and communities**

Themes might include:

- love
- hate
- envy
- survival
- strength
- courage
- loyalty
- pride
- greed
- ambition ...

May say:

"I read Men of Stone, and Touching Spirit Bear. Rob read Monster. All three books looked at how young guys deal with their problems. Even though all three books are set in different cultures, it all comes down to knowing who you are, staying in touch with your roots, and being true to what you really believe."

**General Outcome:**

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 2.2.3</b><br><b>Identify bias and stereotype in texts (oral, print, and other media) to extend personal perspective of cultural representations and real life</b>   | <b>Grade 7 Specific Outcome 2.2.3</b><br><b>Identify ideas, points of view, and bias in texts</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.2.3 d. <b>Begins to explore how personal understandings of cultures and communities are influenced through texts (oral, print, and other media)</b></p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>*connecting self to text, to world</p> <p>May say:</p> <p>"When I read my novel about the settlers it made me think about the responsibility that went with coming to a new land. I also thought about what it must have felt like to have those new people coming to your land."</p> <p>"When we read the Anne Frank's diary, it made me think that things are not that different for some people today. We have lots of war in our world."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.2.3 . <b>Information is on previous page(s)</b></p> |

## Respond to Texts

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### Connect Self, Texts, and Culture

#### Grade 8 Specific Outcome 2.2.3

Identify and compare ideas, points of view, and bias, in and across texts

#### Grade 9 Specific Outcome 2.2.3

Compare and critique ideas, points of view, and bias, in and across texts

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

By the end of Grade 8 the student ...

2.2.3 . Information is on previous page(s)

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

By the end of Grade 9 the student ...

2.2.3 . Information is on previous page(s)

## General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 2.2.3</b></p> <p>Identify bias and stereotype in texts (oral, print, and other media) to extend personal perspective of cultural representations and real life</p>   | <p><b>Grade 7 Specific Outcome 2.2.3</b></p> <p>Identify ideas, points of view, and bias in texts</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.2.3 e. Begins to identify how similar ideas and themes are explored in texts (oral, print, and other media) from various cultures and communities</p> <p>"Begins" indicates 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 this learning outcome independently.</p> <p>Themes might include:</p> <ul style="list-style-type: none"><li>- love</li><li>- hate</li><li>- envy</li><li>- survival</li><li>- strength</li><li>- courage</li><li>- loyalty</li><li>- pride</li><li>- greed</li><li>- ambition ...</li></ul> <p>May say:</p> <p>"We have read quite a few books about survival, like Paulsen's Hatchet, Taylor's The Cay, and Houston's Fire on Ice. The Elders describe the challenges they had to survive. Things are different today but we still struggle with survival. There are natural disasters and economic ones too. There are lots of street people in our country and everywhere in the world. People in those situations have to work on staying alive."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.2.3 . Information is on previous page(s)</p> |

## Respond to Texts

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### Connect Self, Texts, and Culture

#### Grade 8 Specific Outcome 2.2.3

Identify and compare ideas, points of view, and bias, in and across texts

#### Grade 9 Specific Outcome 2.2.3

Compare and critique ideas, points of view, and bias, in and across texts

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

By the end of Grade 8 the student ...

2.2.3 . Information is on previous page(s)

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

By the end of Grade 9 the student ...

2.2.3 . Information is on previous page(s)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

### 6 Specific Outcome 2.3.1

**Discuss the strengths and limits of various forms and genres of texts (oral, print, and other media)**

\*Genre: A category of composition. Examples: narrative, exposition ...

\*Sub-Genre: Examples: science fiction, lyric poetry ...

\*Form: Method of arrangement or manner of coordinating elements in composition

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

#### General Example(s)

See suggestions of:

- narrative forms in Create Original Texts (4.1.3 a)
- expository forms in Create Original Texts (4.1.3 c)
- poetic forms in Create Original Texts (4.1.3 e)

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Elements of Texts (2.3.2)

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

Create Original Texts (4.1.3)

### 7 Specific Outcome 2.3.1

**Describe attributes of genres and/or forms of texts (oral, print, and other media)**

\*Genre: A category of composition. Examples: narrative, exposition ...

\*Sub-Genre: Examples: science fiction, lyric poetry ...

\*Form: Method of arrangement or manner of coordinating elements in composition

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

#### General Example(s)

See suggestions of:

- narrative forms in Create Original Texts (4.1.3 a)
- expository forms in Create Original Texts (4.1.3 c)
- poetic forms in Create Original Texts (4.1.3 e)

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Elements of Texts (2.3.2)

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

Create Original Texts (4.1.3)

### Forms and Genres

#### 8 Specific Outcome 2.3.1

Examine the relationship between genres/forms and audience/purpose in texts (oral, print, and other media)

\*Genre: A category of composition. Examples: narrative, exposition ...

\*Sub-Genre: Examples: science fiction, lyric poetry ...

\*Form: Method of arrangement or manner of coordinating elements in composition

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

#### General Example(s)

See suggestions of:

- narrative forms in Create Original Texts (4.1.3 a)
- expository forms in Create Original Texts (4.1.3 c)
- poetic forms in Create Original Texts (4.1.3 e)

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Elements of Texts (2.3.2)

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

Create Original Texts (4.1.3)

#### 9 Specific Outcome 2.3.1

Evaluate the relationship between genres/forms and audience/purpose in texts (oral, print, and other media)

\*Genre: A category of composition. Examples: narrative, exposition ...

\*Sub-Genre: Examples: science fiction, lyric poetry ...

\*Form: Method of arrangement or manner of coordinating elements in composition

\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (with appropriate complexity of content and style).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

#### General Example(s)

See suggestions of:

- narrative forms in Create Original Texts (4.1.3 a)
- expository forms in Create Original Texts (4.1.3 c)
- poetic forms in Create Original Texts (4.1.3 e)

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Elements of Texts (2.3.2)

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

Create Original Texts (4.1.3)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 2.3.1</b></p> <p><b>Discuss the strengths and limits of various forms and genres of texts (oral, print, and other media)</b></p>  | <p><b>Grade 7 Specific Outcome 2.3.1</b></p> <p><b>Describe attributes of genres and/or forms of texts (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>2.3.1 a. Talks about the relationship between genre/form and audience/purpose in oral, print, and other media texts</b></p> <p>*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones.</p> <p>May say:<br/>"Why do the candidates for the Prime Minister's office hold a debate? Both kinds of presentations are to persuade us to vote for them. Do they choose that, instead of a speech, because they can talk to lots of different kinds of people by answering all kinds of questions?"</p> <p>See Elements of Texts (2.3.2)</p> <p><b>2.3.1 b. Discusses the strengths and limits of various forms and genres of oral, print, and other media texts</b></p> <p>May say:<br/>"There is more information in a news article in a journal than a news clip on TV, so if you want more information you have to watch the news reports that are longer. You can't listen only to the news clip and expect to get the whole story."</p> <p>"There is a difference between news clips and news articles because some people don't want too much information."</p> <p>"This is my personal journal to myself; it's private. My response journal is the one where I write my thoughts about what we are reading. You can only look at the response one."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>2.3.1 a. Identifies characteristics of a variety of forms and genres of texts (oral, print, and other media)</b></p> <p>*Forms and genres may include:<br/>- fiction (adventure, fantasy, biography, science fiction, historical fiction ...)<br/>- poetry (free verse, rap, lyrics, ballads ...)<br/>- expository (narrative non-fiction, text and resource books, reports, functional writing: instructions, social networking sites, letters ...)</p> <p>May say:<br/>"I like the way rap always has a strong beat and regular rhyme; free verse is harder for me to follow."</p> <p>"Graphic novels have lots of the story in the pictures. That's why they're more fun to read."</p> <p><b>2.3.1 b. Discusses the strengths and limits of various forms and genres of texts (oral, print, and other media)</b></p> <p>May say:<br/>"We saw a Powerpoint presentation today when the Armed Forces came to the gym. I think that it was a persuasive example because they were wanting us to join the Rangers. They used a style to persuade us that got our attention; it was just like watching TV."</p> |

## Understand Forms and Techniques

### Forms and Genres

#### Grade 8 Specific Outcome 2.3.1

Examine the relationship between genres/forms and audience/purpose in texts (oral, print, and other media)

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

By the end of Grade 8 the student ...

2.3.1 a. **Identifies how genre or form of texts (oral, print, and other media) are related to audience and purpose**

May say:

"You can tell that the government is trying to target young smokers with these anti-smoking posters. Look at the pictures they use with the insets and cutaways and the typeface and the language. It's all supposed to make kids notice."

"If you want people to really pay attention to your Facebook stuff you need to get a better picture and add some interesting notes and photos and stuff."

2.3.1 b. **Compares strengths and limits of various forms and genres of texts (oral, print, and other media)**

May say:

"I prefer to get my research information from Wikipedia but it's not very reliable when it's about Northern issues; CBC is more accurate."

"I found I got more information from the National Geographic video on Ancient Egypt than I did from the library books. The books didn't have enough illustrations and there were parts I didn't understand."

#### Grade 9 Specific Outcome 2.3.1

Evaluate the relationship between genres/forms and audience/purpose in texts (oral, print, and other media)

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

By the end of Grade 9 the student ...

2.3.1 a. **Evaluates effects of genre or form of texts (oral, print, and other media) on audience and purpose**

May say:

"Because this advertisement is written like a testimonial some people may believe that it's really a true story. That's kind of misleading."

"This new book cover is way better than the old one. It pulls you in and makes you want to read it."

"Look at the way the newspaper has written this headline... It makes it sound like everyone here is out drinking and vandalizing things."

2.3.1 b. **Evaluates strengths and limits of texts (oral, print, and other media) based on forms and genres**

May say:

"I really like using Google to search for information on the web but sometimes it's hard to find the right search words to get what you want. And sometimes the articles are way too hard to read."

"I think the best way to get the exact information we want is to contact the Renewable Resource Officer and get a list from her. That way we'll know it's up-to-date and accurate."

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 2.3.1</b></p> <p><b>Discuss the strengths and limits of various forms and genres of texts (oral, print, and other media)</b></p>  | <p><b>Grade 7 Specific Outcome 2.3.1</b></p> <p><b>Describe attributes of genres and/or forms of texts (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>2.3.1 c. <b>Discusses literature in reference to sub-genres of oral, print, and other media texts</b></p> <p>*Sub-genres include:</p> <ul style="list-style-type: none"><li>- adventure</li><li>- autobiography, biography</li><li>- contemporary</li><li>- traditional</li><li>- epic, fantasy</li><li>- historical, historical-fiction</li><li>- mystery</li><li>- realistic</li><li>- romance</li><li>- science-fiction ...</li></ul> <p>May say:</p> <p>"All the Harry Potter books are fantasies. There is no way that they could be real."</p> <p>"I want to read books with lots of action because that keeps me interested. I'm looking for a good adventure book."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>2.3.1 c. <b>Discusses literature in reference to sub-genres of oral, print, and other media texts</b></p> <p>*Sub-genres include:</p> <ul style="list-style-type: none"><li>- adventure</li><li>- autobiography</li><li>- biography</li><li>- contemporary</li><li>- traditional</li><li>- epic</li><li>- fantasy</li><li>- historical</li><li>- historical-fiction</li><li>- mystery</li><li>- realistic</li><li>- romance</li><li>- science-fiction</li><li>- free verse</li><li>- rap</li><li>- lyrics</li><li>- ballads</li><li>- narrative non-fiction ...</li></ul> <p>May say:</p> <p>"I think that I want to read more biographies. I like finding out about other peoples' lives."</p> <p>"Do you think that Who is Frances Rain? is more historical-fiction or fantasy? I can't decide."</p> |

## Understand Forms and Techniques

### Forms and Genres

#### Grade 8 Specific Outcome 2.3.1

Examine the relationship between genres/forms and audience/purpose in texts (oral, print, and other media)

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

By the end of Grade 8 the student ...

2.3.1 c. Discusses literature in reference to sub-genres of texts (oral, print, and other media)

\*Sub-genres include:

- adventure
- autobiography
- biography
- contemporary
- traditional
- epic
- fantasy
- historical
- historical-fiction
- mystery
- realistic
- romance
- science-fiction
- free verse
- rap
- lyrics
- ballads
- narrative non-fiction ...

May say:

"I've been reading lots of fantasy; I enjoy imagining the worlds the authors create."

"I love manga. I can actually see what's happening as well as reading it."

"Do you think that story was really true? It seemed too horrible to really happen. I think it was more like a horror story."

#### Grade 9 Specific Outcome 2.3.1

Evaluate the relationship between genres/forms and audience/purpose in texts (oral, print, and other media)

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

By the end of Grade 9 the student ...

2.3.1 c. Discusses literature in reference to sub-genres of texts (oral, print, and other media)

\*Sub-genres include:

- adventure
- autobiography
- biography
- contemporary
- traditional
- epic
- fantasy
- historical
- historical-fiction
- mystery
- realistic
- romance
- science-fiction
- free verse
- rap
- lyrics
- ballads
- narrative non-fiction ...

May say:

"I enjoyed reading about the Franklin expedition. I liked the journals better than the historical-fiction because it gave me a sense of seeing and feeling what those people were seeing and feeling all those years ago."

"I don't usually like short stories because there's no time to really develop a character but I thought On the Sidewalk Bleeding was really good. I can't believe I learned so much about the guy in just a few pages."

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

### 6 Specific Outcome 2.3.2

**Listen to, read, and view texts (oral, print, and other media) to understand how the techniques and elements interact to create effects**

\*The distinction between grade levels is the understanding of texts (with appropriate complexity of content and sophistication of style).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources/jurisdictions may use the terms differently or interchangeably.

#### General Example(s)

See Experience Various Texts (2.2.1) for required, grade specific texts:

- narrative texts (2.2.1 c)
- expository texts (2.2.1 d)
- poetic texts (2.2.1 e)

See examples of Texts for Exploration in the NWT-ELA Support Documents.

#### Specific Outcome Links

Comprehension Strategies (2.1.2)

Text Features (2.1.3)

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

### 7 Specific Outcome 2.3.2

**Describe how techniques and elements are used in texts (oral, print, and other media)**

\*The distinction between grade levels is the understanding of texts (with appropriate complexity of content and sophistication of style).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources/jurisdictions may use the terms differently or interchangeably.

#### General Example(s)

See Experience Various Texts (2.2.1 b) for required, grade specific narrative, expository and poetic texts.

See examples of Texts for Exploration in the NWT-ELA Support Documents.

#### Specific Outcome Links

Comprehension Strategies (2.1.2)

Text Features (2.1.3)

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

### Elements of Texts

#### 8 Specific Outcome 2.3.2

Compare how techniques and elements are used in texts (oral, print, and other media)

\*The distinction between grade levels is the understanding of texts (with appropriate complexity of content and sophistication of style).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources/jurisdictions may use the terms differently or interchangeably.

#### General Example(s)

See Experience Various Texts (2.2.1 b) for required, grade specific narrative, expository and poetic texts.

See examples of Texts for Exploration in the NWT-ELA Support Documents.

#### Specific Outcome Links

Comprehension Strategies (2.1.2)

Text Features (2.1.3)

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

#### 9 Specific Outcome 2.3.2

Evaluate how techniques and elements are used in texts (oral, print, and other media)

\*The distinction between grade levels is the understanding of texts (with appropriate complexity of content and sophistication of style).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources/jurisdictions may use the terms differently or interchangeably.

#### General Example(s)

See Experience Various Texts (2.2.1 b) for required, grade specific narrative, expository and poetic texts.

See examples of Texts for Exploration in the NWT-ELA Support Documents.

#### Specific Outcome Links

Comprehension Strategies (2.1.2)

Text Features (2.1.3)

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 2.3.2</b></p> <p><b>Listen to, read, and view texts (oral, print, and other media) to understand how the techniques and elements interact to create effects</b></p>  | <p><b>Grade 7 Specific Outcome 2.3.2</b></p> <p><b>Describe how techniques and elements are used in texts (oral, print, and other media)</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>2.3.2 a. Talks about and identifies elements of narrative texts (oral, print, and other media) to explore their connections</b></p> <p>*In grade six, narrative elements include:<br/>- background information-problem-rising action-climax-falling action-resolution-denouement<br/>- theme</p> <p>*Maintain from previous grades:<br/>- beginning, middle, end (story events), problem and solution<br/>- main and minor characters<br/>- setting (time and place)<br/>- imagery<br/>- background information-problem-rising action-climax-falling action-resolution</p> <p><b>2.3.2 b. Talks about and identifies elements of expository texts (oral, print, and other media) that guide an inquiry</b></p> <p>In grade six, expository elements include:<br/>- content (thematic)</p> <p>*Maintain from previous grades:<br/>- content (topic and related information and summaries; paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)<br/>- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)<br/>- perspectives</p> <p>See:<br/>Access Information (3.2.3)<br/>Use Strategies to Make Sense of Information (3.2.4)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>2.3.2 a. Identifies and describes elements within narrative, expository, and poetic texts (in oral, print, and other media texts)</b></p> <p>*In grade seven, elements include:<br/>- static/dynamic characters<br/>- exposition<br/>- conflict<br/>- message</p> <p>Maintain from previous grades:<br/><u>Narrative:</u><br/>- beginning, middle, end (story events), problem and solution<br/>- main and minor characters<br/>- setting (time and place)<br/>- imagery<br/>- background information-problem-rising action-climax-falling action-resolution-denouement<br/>- theme</p> <p><u>Expository:</u><br/>- content (topic and related information and summaries; paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)<br/>- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)<br/>- perspectives<br/>- thematic content</p> <p><u>Poetic:</u><br/>- description (senses)<br/>- imagery<br/>- simile<br/>- personification<br/>- metaphor<br/>- exaggeration/hyperbole<br/>- overstatement/understatement</p> |

## Understand Forms and Techniques

### Elements of Texts

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 2.3.2</b></p> <p><b>Compare how techniques and elements are used in texts (oral, print, and other media)</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p>2.3.2 a. <b>Compares elements within and across narrative, expository, and poetic texts (in oral, print, and other media texts)</b></p> <p>*In grade eight, elements include:</p> <ul style="list-style-type: none"><li>- <b>subtext</b></li><li>- <b>motive</b></li><li>- <b>antagonist</b></li><li>- <b>protagonist</b></li></ul> <p>Maintain from previous grades:</p> <p><u>Narrative:</u></p> <ul style="list-style-type: none"><li>- beginning, middle, end (story events), problem and solution</li><li>- main and minor characters</li><li>- setting (time and place)</li><li>- imagery</li><li>- background information-problem-rising action-climax-falling action-resolution-denouement</li><li>- theme</li><li>- static/dynamic characters</li><li>- exposition</li><li>- conflict, message</li></ul> <p><u>Expository:</u></p> <ul style="list-style-type: none"><li>- content (topic and related information and summaries, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)</li><li>- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)</li><li>- perspectives</li><li>- thematic content</li><li>- message</li></ul> <p><u>Poetic:</u></p> <ul style="list-style-type: none"><li>- description (senses) , imagery</li><li>- simile, personification, metaphor</li><li>- exaggeration/hyperbole</li><li>- overstatement/understatement</li><li>- message</li></ul> | <p><b>Grade 9 Specific Outcome 2.3.2</b></p> <p><b>Evaluate how techniques and elements are used in texts (oral, print, and other media)</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p>2.3.2 a. <b>Evaluates the use of elements within and across narrative, expository, and poetic texts (in oral, print, and other media texts)</b></p> <p>*In grade nine, elements include:</p> <ul style="list-style-type: none"><li>- <b>allusion</b></li><li>- <b>irony</b></li></ul> <p>Maintain from previous grades:</p> <p><u>Narrative:</u></p> <ul style="list-style-type: none"><li>- beginning, middle, end (story events), problem and solution</li><li>- main and minor characters</li><li>- setting (time and place)</li><li>- imagery</li><li>- background information-problem-rising action-climax-falling action-resolution-denouement</li><li>- theme</li><li>- static/dynamic characters</li><li>- exposition</li><li>- conflict</li><li>- message, subtext, motive</li><li>- antagonist, protagonist</li></ul> <p><u>Expository:</u></p> <ul style="list-style-type: none"><li>- content (topic and related information and summaries, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary; subtext)</li><li>- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)</li><li>- perspectives</li><li>- thematic content</li><li>- message</li></ul> <p><u>Poetic:</u></p> <ul style="list-style-type: none"><li>- description (senses) , imagery</li><li>- simile, personification, metaphor</li><li>- exaggeration/hyperbole</li><li>- overstatement/understatement</li><li>- message</li></ul> |
|---|---|

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 2.3.2</b></p> <p><b>Listen to, read, and view texts (oral, print, and other media) to understand how the techniques and elements interact to create effects</b></p>  | <p><b>Grade 7 Specific Outcome 2.3.2</b></p> <p><b>Describe how techniques and elements are used in texts (oral, print, and other media)</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>2.3.2 c. <b>Talks about and identifies elements of poetic texts (oral, print, and other media) to explore their effectiveness</b></p> <p>*In grade six, poetic elements include:<br/>- <b>overstatement, understatement</b></p> <p>*Maintain from previous grades:<br/>- description (senses)<br/>- imagery<br/>- simile<br/>- personification<br/>- metaphor<br/>- exaggeration/hyperbole</p> <p>May say:<br/>"In the ballad of Sam McGee the author makes me feel and even imagine that I am running with a dog team, just by the rhythm he uses."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>2.3.2 b. <b>Identifies and describes techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)</b></p> <p>In grade seven, techniques include:<br/>- <b>atmosphere</b><br/>- <b>camera angles</b></p> <p>Maintain from previous grades:<br/>- type size<br/>- photographs<br/>- illustrations and corresponding captions<br/>- colour<br/>- colour coded words<br/>- book covers<br/>- music/sounds<br/>- volume<br/>- imagery<br/>- font<br/>- opening shots to videos<br/>- graphics including: charts and maps<br/>- title<br/>- lighting choices<br/>- publication information<br/>- costumes and props<br/>- subtitles<br/>- graphics including: figures, tables, timelines<br/>- action (fast or slow)<br/>- expression<br/>- humour (physical, situational, visual)<br/>- tone and mood<br/>- point of view<br/>- flashback and foreshadowing<br/>- symbolism</p> |

## Understand Forms and Techniques

### Elements of Texts

|   |  |
|---|--|
| <p><b>Grade 8 Specific Outcome 2.3.2</b></p> <p><b>Compare how techniques and elements are used in texts (oral, print, and other media)</b></p>   | <p><b>Grade 9 Specific Outcome 2.3.2</b></p> <p><b>Evaluate how techniques and elements are used in texts (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p>2.3.2 b. <b>Compares techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)</b></p> <p>*In grade eight, techniques include:</p> <ul style="list-style-type: none"><li>- <b>prologues</b></li><li>- <b>epilogues</b></li><li>- <b>camera shots</b></li></ul> <p>Maintain from previous grades:</p> <ul style="list-style-type: none"><li>- type size</li><li>- photographs</li><li>- illustrations and corresponding captions</li><li>- colour</li><li>- colour coded words</li><li>- book covers</li><li>- music/sounds</li><li>- volume</li><li>- imagery</li><li>- font</li><li>- opening shots to videos</li><li>- graphics including: charts and maps</li><li>- title</li><li>- lighting choices</li><li>- publication information</li><li>- costumes and props</li><li>- subtitles</li><li>- graphics including: figures, tables, timelines</li><li>- action (fast or slow)</li><li>- expression</li><li>- humour (physical, situational, visual)</li><li>- tone and mood</li><li>- point of view</li><li>- flashback and foreshadowing</li><li>- symbolism</li><li>- atmosphere</li><li>- camera angles</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p>2.3.2 b. <b>Evaluates the use of techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)</b></p> <p>*In grade nine, techniques include:</p> <ul style="list-style-type: none"><li>- <b>camera movements</b></li><li>- <b>scene transitions</b></li></ul> <p>Maintain from previous grades:</p> <ul style="list-style-type: none"><li>- type size</li><li>- photographs</li><li>- illustrations and corresponding captions</li><li>- colour</li><li>- colour coded words</li><li>- book covers</li><li>- music/sounds</li><li>- volume</li><li>- imagery</li><li>- font</li><li>- opening shots to videos</li><li>- graphics including: charts and maps</li><li>- title</li><li>- lighting choices</li><li>- publication information</li><li>- costumes and props</li><li>- subtitles</li><li>- graphics including: figures, tables, timelines</li><li>- action (fast or slow)</li><li>- expression</li><li>- humour (physical, situational, visual)</li><li>- tone and mood</li><li>- point of view</li><li>- flashback and foreshadowing</li><li>- symbolism</li><li>- atmosphere</li><li>- camera angles</li><li>- prologues</li><li>- epilogues</li><li>- camera shots</li></ul> |

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 2.3.2</b></p> <p><b>Listen to, read, and view texts (oral, print, and other media) to understand how the techniques and elements interact to create effects</b></p>  | <p><b>Grade 7 Specific Outcome 2.3.2</b></p> <p><b>Describe how techniques and elements are used in texts (oral, print, and other media)</b></p>                                  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.3.2 d. <b>Talks about and identifies techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)</b></p> <p>*In grade six, techniques include:<br/>- symbolism</p> <p>*Maintain from previous grades:<br/>- type size<br/>- photographs<br/>- illustrations and corresponding captions<br/>- colour<br/>- colour coded words<br/>- book covers<br/>- music/sounds<br/>- volume<br/>- imagery<br/>- font<br/>- opening shots to videos<br/>- graphics including: charts and maps<br/>- title<br/>- lighting choices<br/>- publication information<br/>- costumes and props<br/>- subtitles<br/>- graphics including: figures, tables, timelines<br/>- action (fast or slow)<br/>- expression<br/>- humour (physical, situational, visual)<br/>- tone and mood<br/>- point of view<br/>- flashback and foreshadowing</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.3.2 . <b>Information is on previous page(s)</b></p> |

## Understand Forms and Techniques

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### Elements of Texts

|  |  |
|--|--|
| <p><b>Grade 8 Specific Outcome 2.3.2</b><br/>Compare how techniques and elements are used in texts (oral, print, and other media)</p>                                      | <p><b>Grade 9 Specific Outcome 2.3.2</b><br/>Evaluate how techniques and elements are used in texts (oral, print, and other media)</p>                                     |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p>2.3.2 . Information is on previous page(s)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p>2.3.2 . Information is on previous page(s)</p> |

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

### 6 Specific Outcome 2.3.3

**Explain how authors develop voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts**

\*using texts with an appropriate complexity of content and sophistication of style

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Voice is the personality in writing and is evident through:  
style: (grammar and syntax)

word choice: (descriptions, details, unique expressions, dialogue, strong leads)

tone: (humorous, serious, angry, cheery, sarcastic, objective, credible ...)

topic

theme

organization

point of view

attention to the relationship between the audience & purpose

### 7 Specific Outcome 2.3.3

**Identify descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts**

\*using texts with an appropriate complexity of content and sophistication of style

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Voice is the personality in writing and is evident through:  
style: (grammar and syntax)

word choice: (descriptions, details, unique expressions, dialogue, strong leads)

tone: (humorous, serious, angry, cheery, sarcastic, objective, credible ...)

topic

theme

organization

point of view

attention to the relationship between the audience & purpose

#### Specific Outcome Links

Comprehension strategies (2.1.2)

Cueing Systems (2.1.4)

Experience Various Texts ( 2.2.1)

Respond to Various Texts (2.2.2)

Elements of Texts (2.3.2)

Enhance Artistry (4.2.4)

#### Specific Outcome Links

Comprehension strategies (2.1.2)

Cueing Systems (2.1.4)

Experience Various Texts ( 2.2.1)

Respond to Various Texts (2.2.2)

Elements of Texts (2.3.2)

Enhance Artistry (4.2.4)

### Word Choice and Artistry of Texts

#### 8 Specific Outcome 2.3.3

Compare effects of descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts

\*using texts with an appropriate complexity of content and sophistication of style

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Voice is the personality in writing and is evident through:  
style: (grammar and syntax)

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tone: (humorous, serious, angry, cheery, sarcastic, objective, credible ...)

topic

theme

organization

point of view

attention to the relationship between the audience & purpose

#### 9 Specific Outcome 2.3.3

Evaluate effects of descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts

\*using texts with an appropriate complexity of content and sophistication of style

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Voice is the personality in writing and is evident through:  
style: (grammar and syntax)

word choice: (descriptions, details, unique expressions, dialogue, strong leads)

tone: (humorous, serious, angry, cheery, sarcastic, objective, credible ...)

topic

theme

organization

point of view

attention to the relationship between the audience & purpose

#### Specific Outcome Links

Comprehension strategies (2.1.2)

Cueing Systems (2.1.4)

Experience Various Texts ( 2.2.1)

Respond to Various Texts (2.2.2)

Elements of Texts (2.3.2)

Enhance Artistry (4.2.4)

#### Specific Outcome Links

Comprehension strategies (2.1.2)

Cueing Systems (2.1.4)

Experience Various Texts ( 2.2.1)

Respond to Various Texts (2.2.2)

Elements of Texts (2.3.2)

Enhance Artistry (4.2.4)

## General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 2.3.3</b></p> <p>Explain how authors develop voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts</p>  | <p><b>Grade 7 Specific Outcome 2.3.3</b></p> <p>Identify descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.3.3 a. Extends vocabulary while speaking, reading, and writing</p> <p>2.3.3 b. Explains how effective an author's choice of words, techniques, or elements is in clarifying and enhancing meaning in oral, print, and other media texts</p> <p>*exploring descriptive and figurative language</p> <p>May say:<br/>"The author used a simile 'she went red like a tomato.' I didn't see that much differently than if it read, 'she was all red.' A tomato didn't help describe a real picture for me. Maybe if the author used..."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.3.3 a. Identifies and describes how word choice and stylistic techniques clarify and enhance meaning in oral, print, and other media texts</p> <p>May say:<br/>"It's cool the way they just have the words 'skate it' on the cover of that video game - just really plain and simple with nothing else. It makes it all about the skateboarding."</p> <p>"The way Sharon Creech uses the boy's journal entries and poems to tell the story of the dog is amazing. The story only takes a few lines, but she makes it so powerful. You can predict what's going to happen, and you don't want it to, but the way she writes it you just have to keep on reading."</p> <p>"I thought it was clever the way the illustrators used images that would appeal to everyone when they did the DVD cover for... That way they reach a wider market."</p> |

**Word Choice and Artistry of Texts**

**Grade 8 Specific Outcome 2.3.3**

**Compare effects of descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts**

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

**By the end of Grade 8 the student ...**

2.3.3 a. **Compares effects of word choice and stylistic techniques within and across oral, print, and other media texts**

May say:

"Look at the way Walter Dean Meyers uses such different word choices in these two poems - it makes them seem like they were written by two different authors."

"The way Philip Pullman puts all those 'made-up' words into his stories, like daemon and gyptians and alethiometer reminds me of how Lord of the Rings and Harry Potter created new words, too."

**Grade 9 Specific Outcome 2.3.3**

**Evaluate effects of descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts**

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

**By the end of Grade 9 the student ...**

2.3.3 a. **Evaluates effectiveness of word choice and stylistic techniques within and across oral, print, and other media texts**

May say:;

"I think the first line in the short story Bus Stop is really good. It's unrelated to the title so it grabbed my attention right away. In fact you don't get to the bus stop part until the last paragraph, which makes you want to keep reading."

## General Outcome:

**Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 2.3.3</b></p> <p><b>Explain how authors develop voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts</b></p>  | <p><b>Grade 7 Specific Outcome 2.3.3</b></p> <p><b>Identify descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>2.3.3 c. Explains how an author expresses his or her voice in oral, print, and other media texts, with guidance</b></p> <p>*Developing an awareness of voice involves exploring how an author approaches a topic on an <b>individual, expressive, and engaging level</b>. The reader must ask:</p> <ol style="list-style-type: none"><li>1. How does the author speak directly to the reader on an emotional level?</li><li>2. How does the author experiment with style to match the purpose and intended audience?</li><li>3. How does the author take risks to reveal the person behind the words?</li></ol> <p>*Developing an awareness of voice in text, in grade six, typically involves:</p> <p><b>- discussing the overall effect of the author's voice on a text</b></p> <p>*To maintain from previous grades:</p> <ul style="list-style-type: none"><li>- responding to feelings in texts read aloud or viewed</li><li>- dramatizing familiar texts expressively</li><li>- taking on characters in improvisations / puppet plays</li><li>- understanding that bolded or coloured text represents strong feelings, or importance</li><li>- talking about adjectives or adverbs in texts</li><li>- responding personally to a text</li><li>- talking about the author's tone</li><li>- talking about the author's purpose</li><li>- reading dialogue with expression</li><li>- attending to end punctuation when reading texts</li><li>- identifying significant details in texts</li><li>- identifying most effective or appropriate descriptors</li><li>- reading with expression and appropriate tone for the subject or topic</li><li>- talking about the intended audience</li><li>- attending to internal punctuation when reading</li><li>- discussing the author's point of view</li><li>- discussing leads (strong, weak)</li><li>- finding unique expressions in texts</li><li>- discussing the effectiveness of the organization</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>2.3.3 b. Begins to compare how authors express voice in oral, print, and other media texts</b></p> <p>*Developing an awareness of voice involves exploring how an author approaches a topic on an <b>individual, expressive, and engaging level</b>. The reader must ask:</p> <ol style="list-style-type: none"><li>1. How does the author speak directly to the reader on an emotional level?</li><li>2. How does the author experiment with style to match the purpose and intended audience?</li><li>3. How does the author take risks to reveal the person behind the words?</li></ol> <p>*Developing an awareness of voice in text typically involves:</p> <ul style="list-style-type: none"><li>- responding to feelings in texts read aloud or viewed</li><li>- dramatizing familiar texts expressively</li><li>- taking on characters in improvisations / puppet plays</li><li>- understanding that bolded or coloured text represents strong feelings, or importance</li><li>- talking about adjectives or adverbs in texts</li><li>- responding personally to a text</li><li>- talking about the author's tone</li><li>- talking about the author's purpose</li><li>- reading dialogue with expression</li><li>- attending to end punctuation when reading texts</li><li>- identifying significant details in texts</li><li>- identifying most effective or appropriate descriptors</li><li>- reading with expression and appropriate tone for the subject or topic</li><li>- talking about the intended audience</li><li>- attending to internal punctuation when reading</li><li>- discussing the author's point of view</li><li>- discussing leads (strong, weak)</li><li>- finding unique expressions in texts</li><li>- discussing the effectiveness of the organization</li><li>- discussing the overall effect of the author's voice on a text</li></ul> |

## Understand Forms and Techniques

### Word Choice and Artistry of Texts

#### Grade 8 Specific Outcome 2.3.3

Compare effects of descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts

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

By the end of Grade 8 the student ...

2.3.3 b. Compares how authors express voice in oral, print, and other media texts

\*Developing an awareness of voice involves exploring how an author approaches a topic on an **individual, expressive, and engaging level**. The reader must ask:

1. How does the author speak directly to the reader on an emotional level?
2. How does the author experiment with style to match the purpose and intended audience?
3. How does the author take risks to reveal the person behind the words?

\*Developing an awareness of voice in text typically involves:

- responding to feelings in texts read aloud or viewed
- dramatizing familiar texts expressively
- taking on characters in improvisations / puppet plays
- understanding that bolded or coloured text represents strong feelings, or importance
- talking about adjectives or adverbs in texts
- responding personally to a text
- talking about the author's tone
- talking about the author's purpose
- reading dialogue with expression
- attending to end punctuation when reading texts
- identifying significant details in texts
- identifying most effective or appropriate descriptors
- reading with expression and appropriate tone for the subject or topic
- talking about the intended audience
- attending to internal punctuation when reading
- discussing the author's point of view
- discussing leads (strong, weak)
- finding unique expressions in texts
- discussing the effectiveness of the organization
- discussing the overall effect of the author's voice on a text

#### Grade 9 Specific Outcome 2.3.3

Evaluate effects of descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts

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

By the end of Grade 9 the student ...

2.3.3 b. Critiques the effectiveness of ways authors express voice in oral, print, and other media texts

\*Developing an awareness of voice involves exploring how an author approaches a topic on an **individual, expressive, and engaging level**. The reader must ask:

1. How does the author speak directly to the reader on an emotional level?
2. How does the author experiment with style to match the purpose and intended audience?
3. How does the author take risks to reveal the person behind the words?

\*Developing an awareness of voice in text typically involves:

- responding to feelings in texts read aloud or viewed
- dramatizing familiar texts expressively
- taking on characters in improvisations / puppet plays
- understanding that bolded or coloured text represents strong feelings, or importance
- talking about adjectives or adverbs in texts
- responding personally to a text
- talking about the author's tone
- talking about the author's purpose
- reading dialogue with expression
- attending to end punctuation when reading texts
- identifying significant details in texts
- identifying most effective or appropriate descriptors
- reading with expression and appropriate tone for the subject or topic
- talking about the intended audience
- attending to internal punctuation when reading
- discussing the author's point of view
- discussing leads (strong, weak)
- finding unique expressions in texts
- discussing the effectiveness of the organization
- discussing the overall effect of the author's voice on a text

## General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 2.3.3</b></p> <p>Explain how authors develop voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts</p>  | <p><b>Grade 7 Specific Outcome 2.3.3</b></p> <p>Identify descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>2.3.3 d. Begins to understand the subtle ambiguity of language, and the importance of precise language in texts (oral, print, and other media), in context</p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>*May include humour: physical, situational, visual</p> <p>Texts may include:</p> <ul style="list-style-type: none"><li>- puns</li><li>- jokes</li><li>- double entendres (multiple meanings) ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>2.3.3 c. Identifies instances of ambiguous and/or precise use of language in texts (oral, print, and other media), and suggests meaning based on context</p> <p>*May include humour: physical, situational, visual</p> <p>May say:<br/>"What does it mean when it says 'our home and <i>native</i> land?' Is that about land claims?"</p> <p>"When it says PG13, does that mean you have to go to the theatre with your parents or you have to be 13, or both?"</p> |

## Understand Forms and Techniques

### Word Choice and Artistry of Texts

#### Grade 8 Specific Outcome 2.3.3

Compare effects of descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts

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

By the end of Grade 8 the student ...

2.3.3 c. Compares connotation and denotation of language choices in oral, print, and other media texts, using contextual evidence

\*May include humour: physical, situational, visual

May say,:

"The author used the word 'immature', and I think he meant 'young' but it made the piece sound kind of negative."

"I think 'adventurous' would have been a better choice than 'dare-devil' in this newspaper article. It makes it sound like the kids are taking unnecessary risks, just to show off."

#### Grade 9 Specific Outcome 2.3.3

Evaluate effects of descriptive and figurative language and stylistic techniques within and across a variety of oral, print, and other media texts

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

By the end of Grade 9 the student ...

2.3.3 c. Critiques effectiveness of ambiguous and/or precise language choices in texts (oral, print, and other media), using contextual evidence

\*May include humour: physical, situational, visual

May say:

"I like the way Indiana Jones uses the line 'I've got a bad feeling about this' in each of the movies. It's different each time, but it's always funny because you know what's going to happen."

"I hate reading gossip magazines like People because everything is so vague - they never really tell you anything with facts, except how old everybody is!"



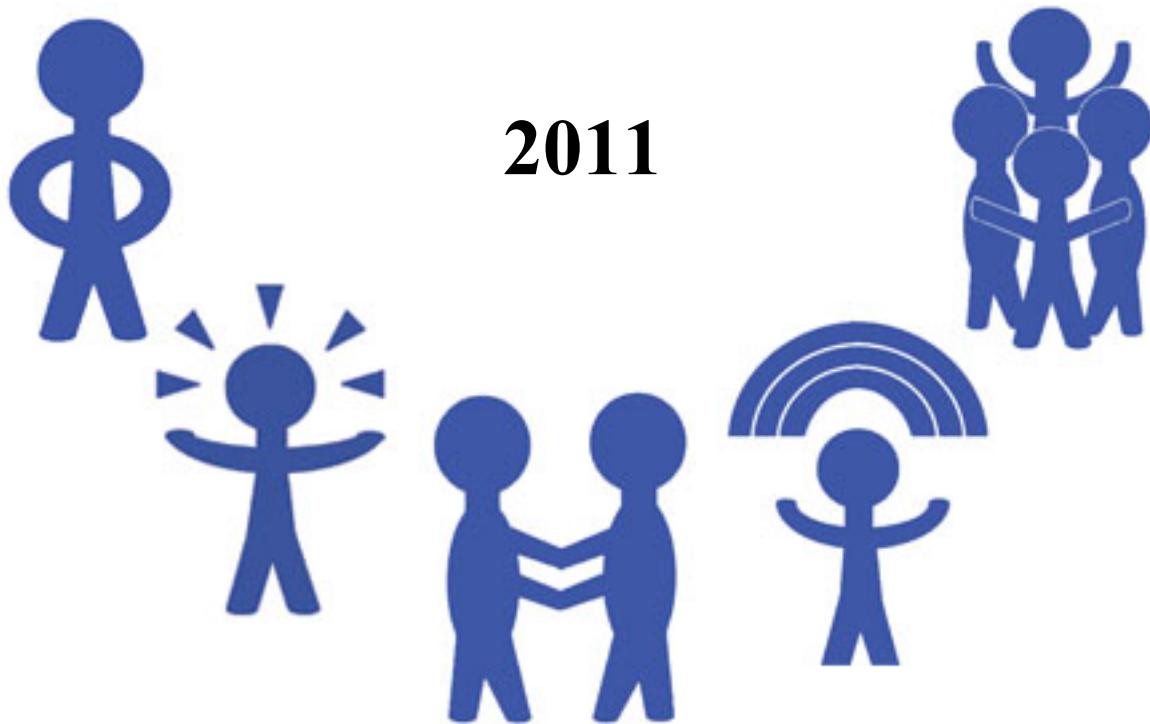
**NORTHWEST TERRITORIES**

**GRADE 6 TO GRADE 9**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**2011**



**GENERAL OUTCOME 3**

### General Outcome 3



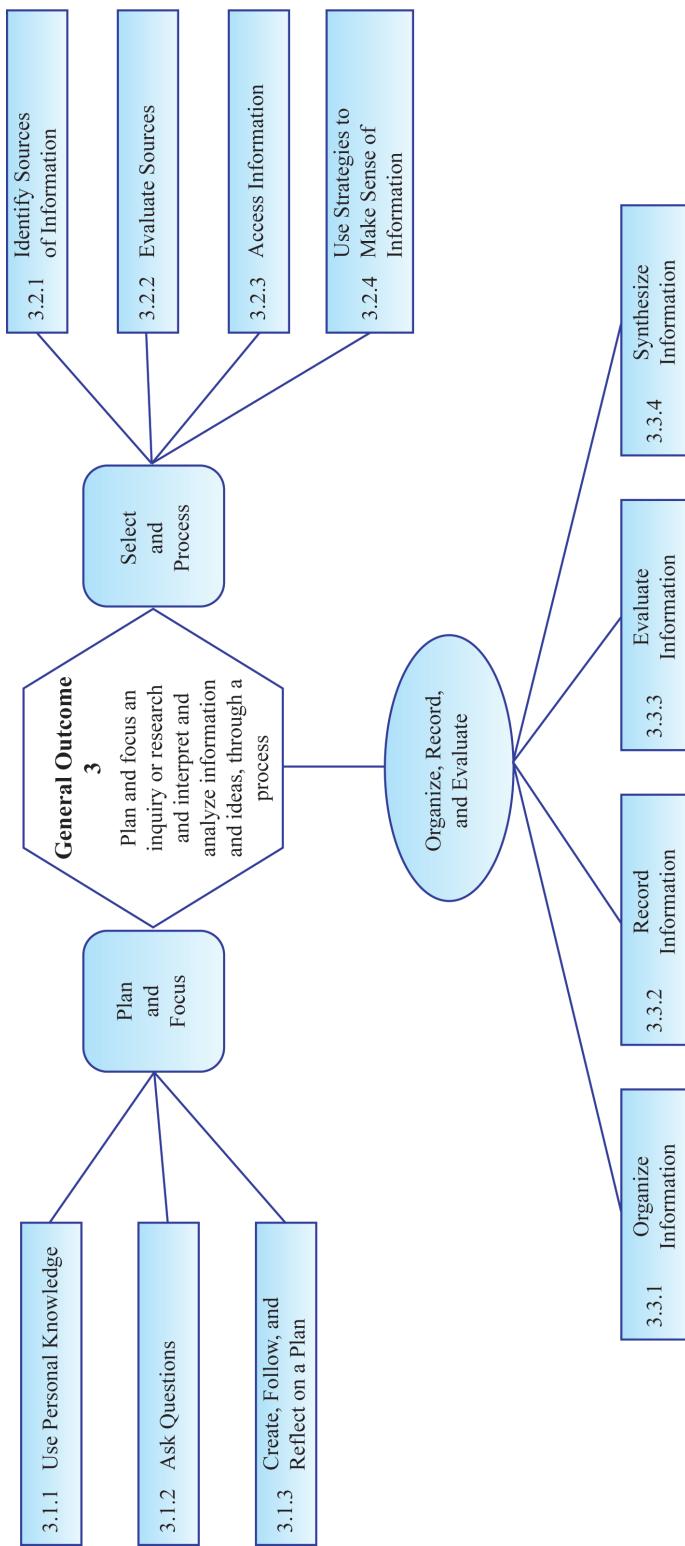
**Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.**

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. Students learn to activate prior knowledge, ask questions, focus an 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)

Suggested activities:

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

#### Specific Outcome Links

Organize Information (3.3.1)

### 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)

Suggested activities:

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

#### Specific Outcome Links

Organize Information (3.3.1)

**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)**

Suggested activities:

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

**Specific Outcome Links**

Organize Information (3.3.1)

**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)**

Suggested activities:

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

**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.

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 3.1.1</b></p> <p>Summarize and focus personal knowledge of a topic to determine information needs in own and group inquiry</p>   | <p><b>Grade 7 Specific Outcome 3.1.1</b></p> <p>Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.1.1 a. Summarizes prior knowledge, personal information, and ideas of a topic of inquiry or research, into categories</p> <p>May say:<br/>"These ideas are all about how the rapids were used long ago, and these ones show what uses they could have in the future.</p> <p>"All of this is background information. This section is the really important part."</p> <p>See Organize Information (3.3.1)</p> <p>3.1.1 b. Identifies missing categories and information gaps in personal knowledge of a topic of inquiry or research</p> <p>See Organize Information (3.3.1)</p> <p>3.1.1 c. Continues to use self-questioning to focus information needs for a topic of inquiry or research</p> <p>May say:<br/>"Why do I get different results from the same experiment?"</p> <p>"What does this tell me?"</p> <p>"Are my categories specific enough? Do I even have the right categories?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></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 of inquiry or research</p> <p>May say:<br/>"These resources all talk about what scientists think about climate change, and over here I've made a list of all the examples I can think of that we see right here."</p> <p>"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."</p> <p>3.1.1 b. Identifies missing categories and information gaps in knowledge about a topic of inquiry or research</p> <p>May say:<br/>"I have lots of information about the melting polar ice caps but not enough on climate change in the sub-Arctic."</p> <p>"I thought I knew lots about...but when my group started asking questions about it, I realized I needed to get more information."</p> <p>3.1.1 c. Uses self-questioning to choose a focus for an inquiry or research topic</p> <p>May say:<br/>"I want to look at what aboriginal people did during World War II, but there's too much information. What if I found one person from the NWT and just wrote about him?"</p> <p>"Does this book really talk about what I want to know?"</p> <p>"Is this film really about what I want to learn?"</p> |

**Use Personal Knowledge**

|  |   |
|--|---|
| <p><b>Grade 8 Specific Outcome 3.1.1</b></p> <p><b>Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry</b></p>   | <p><b>Grade 9 Specific Outcome 3.1.1</b></p> <p><b>Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>3.1.1 a. Summarizes prior personal and factual knowledge related to a topic of inquiry or research</b></p> <p>May say:<br/>"I know that light bends when it passes through water - that's why the paddle always looks different when it's in the water."</p> <p>"Blood pressure goes up when you're stressed or angry. When my uncle gets mad my aunt always tells him to calm down and take his pills."</p> <p><b>3.1.1 b. Identifies missing categories and information gaps in knowledge about a topic of inquiry or research</b></p> <p>May say:<br/>"I have lots of good main ideas and supporting examples for this section but only one in this section."</p> <p>"I need to get more information about the natural causes of high blood pressure."</p> <p><b>3.1.1 c. Uses self-questioning to choose a focus for an inquiry or research topic</b></p> <p>May say:<br/>"How does...fit with...?"</p> <p>"Does this information help explain my main idea?"</p> <p><b>3.1.1 d. Uses categories, gaps in knowledge, and questions to plan next steps for an inquiry or research topic</b></p> <p>May say:<br/>"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."</p> <p>"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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>3.1.1 a. Summarizes prior personal and factual knowledge related to a topic of inquiry or research</b></p> <p>May say:<br/>"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."</p> <p>"Here is the information I've found so far about..."</p> <p><b>3.1.1 b. Identifies missing categories and information gaps in knowledge about a topic of inquiry or research</b></p> <p>May say:<br/>"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."</p> <p>"I used power notes to organize my information and I noticed I don't have any supporting details or examples for..."</p> <p><b>3.1.1 c. Uses self-questioning to choose a focus for an inquiry or research topic</b></p> <p>May say:<br/>"I organized my information and there's too much to include in one essay. What specific points do I want to make?"</p> <p>"What part of hunting and fishing rights do I really want to write about?"</p> |

## General Outcome:

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

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 3.1.1</b></p> <p>Summarize and focus personal knowledge of a topic to determine information needs in own and group inquiry</p>   | <p><b>Grade 7 Specific Outcome 3.1.1</b></p> <p>Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.1.1 d. Begins to use information about missing categories and information gaps to plan the next steps for an inquiry or research topic</p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>May say:<br/>"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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.1.1 d. Uses categories, gaps in knowledge, and questions to plan next steps for an inquiry or research topic</p> <p>May say:<br/>"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."</p> <p>"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."</p> |

## Plan and Focus

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### Use Personal Knowledge

|  |  |
|--|--|
| <p><b>Grade 8 Specific Outcome 3.1.1</b><br/>Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry</p> | <p><b>Grade 9 Specific Outcome 3.1.1</b><br/>Identify prior knowledge of, and prior experiences and issues related to, a topic to choose a focus for own and group inquiry</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p>3.1.1 . Information is on previous page(s)</p>     | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p>3.1.1 d. Uses categories, gaps in knowledge, and questions to plan next steps for an inquiry or research topic</p> <p>May say:<br/>"When I look at my outline, I can see that I need...so I will..."</p> <p>"I think I need to get more examples of this, to show people how it affects us, so..."</p> |

## 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)

Suggested activities:

- 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 Learned...
- Know-Want to Know-What I Learned (KWL)
- inquiry notebooks
- Survey-Question-Read-Recite-Review (SQ3R)
- question cubes
- fishbone diagrams
- Venn diagrams
- concept webs
- outlines
- Know-Want to Know-How I Will Learn It-What I Learned-How I Will Apply-What Questions Am I Left With? (KWHLAQ) ...

### 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)

Suggested activities:

- 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 Learned...
- Know-Want to Know-What I Learned (KWL)
- inquiry notebooks
- Survey-Question-Read-Recite-Review (SQ3R)
- question cubes
- fishbone diagrams
- Venn diagrams
- Frayer Model
- concept webs
- outlines
- Know-Want to Know-How I Will Learn It-What I Learned-How I Will Apply-What Questions Am I Left With? (KWHLAQ) ...

**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)**

Suggested activities:

- 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 Learned...
- Know-Want to Know-What I Learned (KWL)
- inquiry notebooks
- Survey-Question-Read-Recite-Review (SQ3R)
- question cubes
- fishbone diagrams
- Venn diagrams
- Frayer Model
- concept webs
- outlines
- Know-Want to Know-How I Will Learn It-What I Learned-How I Will Apply-What Questions Am I Left With? (KWHLAQ) ...

**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)**

Suggested activities:

- 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 Learned...
- Know-Want to Know-What I Learned (KWL)
- inquiry notebooks
- Survey-Question-Read-Recite-Review (SQ3R)
- question cubes
- fishbone diagrams
- Venn diagrams
- Frayer Model
- concept webs
- outlines
- Know-Want to Know-How I Will Learn It-What I Learned-How I Will Apply-What Questions Am I Left With? (KWHLAQ) ...

## General Outcome:

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

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 3.1.2</b></p> <p>Formulate relevant questions to focus information needs in own and group inquiry</p>  | <p><b>Grade 7 Specific Outcome 3.1.2</b></p> <p>Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.1.2 a. <b>Uses a variety of broad inquiry-based questions (open-ended, divergent) to focus an inquiry</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- discussions</li><li>- think-alouds</li><li>- peer and teacher conferences</li><li>- I charts</li><li>- Who-What-Where-When-Why-How (5W's + H)</li><li>- Y-Charts</li><li>- concept charts</li><li>- brainstorming webs</li><li>- outlines</li><li>- graphic organizers</li><li>- Know-Want to Know-Learned (KWL) ...</li></ul> <p>May say:</p> <p>"My next question is, 'Why do we need to eat foods from all of the food groups?'"</p> <p>3.1.2 b. <b>Begins to ask relevant questions to deepen and extend thinking throughout the inquiry process</b></p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- interviews</li><li>- inquiry notebook</li><li>- class discussions</li><li>- logs</li><li>- journals ...</li></ul> <p>May say:</p> <p>"When we talk about how climate and weather affect 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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.1.2 a. <b>Develops a variety of open-ended questions on an inquiry topic</b></p> <p>Uses primarily:</p> <ul style="list-style-type: none"><li>- How...?</li><li>- Why...?</li><li>- What if...?</li><li>- If..., then who/what/why/where/how...?</li></ul> <p>May say:</p> <p>"Why would people still want to drive huge vehicles that use so much gas when...?"</p> <p>"How would those changes affect us?"</p> <p>3.1.2 b. <b>Asks relevant questions to deepen and extend thinking throughout the inquiry process</b></p> <p>May say:</p> <p>"I'm confused by this information. Does it mean...or...?"</p> <p>"Is the video really saying that...or is it...?"</p> |

## Plan and Focus

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### Ask Questions

|   |  |
|---|--|
| <p><b>Grade 8 Specific Outcome 3.1.2</b></p> <p><b>Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry</b></p>  | <p><b>Grade 9 Specific Outcome 3.1.2</b></p> <p><b>Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>3.1.2 a. Develops broad and specific open-ended questions on an inquiry topic</b></p> <p>Uses primarily:<br/>- How...?<br/>- Why...?<br/>- What if...?<br/>- If..., then who/what/why/where/how...?</p> <p>May say:<br/>"If most of the scientists agree about the effects of global warming, then why...?"</p> <p>"How do the effects of air pollution affect our health care system?"</p> <p><b>3.1.2 b. Generates broad and specific, relevant questions to deepen and extend thinking throughout the inquiry process</b></p> <p>May say:<br/>"I'm thinking..., so if that's true, then what...?"</p> <p>"How does this information change my thinking about...?"</p> <p>"How would I deal with...?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>3.1.2 a. Develops broad and specific open-ended questions on an inquiry topic</b></p> <p>Uses primarily:<br/>- How...?<br/>- Why...?<br/>- What if...?<br/>- If..., then who/what/why/where/how...?</p> <p>May say:<br/>"What are the effects of FASD on our Justice system?"</p> <p>"How does FASD impact a person's ability to live independently?"</p> <p>"In what ways might FASD be considered hereditary?"</p> <p><b>3.1.2 b. Generates broad and specific, relevant questions to deepen and extend thinking throughout the inquiry process</b></p> <p>May say:<br/>"How can we be sure that the drug companies are really telling us the truth about immunization studies?"</p> <p>"What criteria do companies use when they create warning labels or nutrition information?"</p> <p>"Does this data really support the statement?"</p> <p>"How could we test that theory?"</p> |

## 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)

Examples may include:

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

#### Specific Outcome Links

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

### 7 Specific Outcome 3.1.3

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

#### General Example(s)

Examples may include:

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

#### Specific Outcome Links

- Identify Sources of Information (3.2.1)
- Evaluate Sources (3.2.2)
- Access Information (3.2.3)
- Use Strategies to Make Sense of Information (3.2.4)
- Organize Information (3.3.1)
- Record Information (3.3.2)
- Evaluate Information (3.3.3)
- 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 a plan to collect, record, and synthesize information in own and group inquiry

**General Example(s)**

Examples may include:

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

**Specific Outcome Links**

Identify Sources of Information (3.2.1)

Evaluate Sources (3.2.2)

Access Information (3.2.3)

Use Strategies to Make Sense of Information (3.2.4)

Organize Information (3.3.1)

Record Information (3.3.2)

Evaluate Information (3.3.3)

Synthesize Information (3.3.4)

**9 Specific Outcome 3.1.3**

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

**General Example(s)**

Examples may include:

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

**Specific Outcome Links**

Identify Sources of Information (3.2.1)

Evaluate Sources (3.2.2)

Access Information (3.2.3)

Use Strategies to Make Sense of Information (3.2.4)

Organize Information (3.3.1)

Record Information (3.3.2)

Evaluate Information (3.3.3)

Synthesize Information (3.3.4)

## General Outcome:

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

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 3.1.3</b></p> <p><b>Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry</b></p>   | <p><b>Grade 7 Specific Outcome 3.1.3</b></p> <p><b>Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>3.1.3 a. Identifies a purpose and audience for an inquiry</b></p> <p>*identifying an audience, setting a purpose, linking a form of expression</p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>May say:<br/>"We are planning to meet the Minister of the Environment to talk about the oil pipeline that is planned for the Mackenzie Valley. Right now we are putting together our questions and concerns and we are surveying our community for their opinions."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>3.1.3 a. Identifies purpose and audience for an inquiry</b></p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>May say:<br/>"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..."</p> <p><b>3.1.3 b. Chooses appropriate strategies for collecting and recording information</b></p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- diagrams</li><li>- lists</li><li>- graphs</li><li>- journals</li><li>- logs</li><li>- inquiry notebooks</li><li>- charts</li><li>- webs</li><li>- T-charts</li><li>- math equations</li><li>- observation charts</li><li>- Venn diagrams</li><li>- concept webs</li><li>- outlines</li><li>- Know-Want to Know-How I learned-Learned (KWHL)</li><li>- inquiry or research response sheet</li><li>- two column notes</li><li>- mind map</li><li>- power notes ...</li></ul> <p>May say:<br/>"We put the key ideas into the power notes, then added examples under each one for support."</p> <p>"We have to remember to write our observations in the log, as well as entering the measurement data each day."</p> |

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

**Grade 8 Specific Outcome 3.1.3**

**Create and/or adapt and reflect on a plan 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 an inquiry**

\*an inquiry: guided research to answer a question or need, and a representation

May say:

"If we are going to bring our concerns to the student council we need identify the issues, focus our research, and present our perspectives in a clear, concise format."

**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?"

**Grade 9 Specific Outcome 3.1.3**

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

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

**3.1.3 a. Identifies purpose and audience for an inquiry**

\*an inquiry: guided research to answer a question or need, and a representation

May say:

"If we are going to write the article for the newspaper we should be careful about using precise language..."

**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?"

## General Outcome:

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

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 3.1.3</b></p> <p>Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry</p>   | <p><b>Grade 7 Specific Outcome 3.1.3</b></p> <p>Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.1.3 b. <b>Uses an appropriate strategy for accessing and gathering information</b></p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- brainstorming, talking</li><li>- task charts</li><li>- webs</li><li>- picture graphs</li><li>- key words, phrases, and icons</li><li>- primary sources</li><li>- questioning, interviewing</li><li>- observations</li><li>- Know-Want to Know-Learned (KWL)</li><li>- Know-Want to Know-Learned+What will I do Next? (KWL+)</li><li>- Know-Want to Know-How I am going to learn it - Learned (KWHL)</li><li>- Who-What-Where-When-Why-How (5Ws + H)</li><li>- graphic frames</li><li>- inquiry or research response sheet</li><li>- inquiry process</li><li>- I-search ...</li></ul> <p>May say:</p> <p>"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."</p> <p>"I'm going to use an outline frame to organize my information."</p> <p>"I think a herringbone frame would work for this project."</p> <p>See:</p> <p>Identify Sources of Information (3.2.1)<br/>Evaluate Sources (3.2.2)<br/>Access Information (3.2.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.1.3 c. <b>Chooses strategies and formats for organizing, synthesizing, and sharing inquiry information</b></p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- diagrams</li><li>- lists</li><li>- graphs</li><li>- journals</li><li>- logs</li><li>- inquiry notebooks</li><li>- charts</li><li>- webs</li><li>- T-charts</li><li>- math equations</li><li>- observation charts</li><li>- Venn diagrams</li><li>- concept webs</li><li>- outlines</li><li>- Know-Want to Know-How I learned-Learned (KWHL)</li><li>- inquiry or research response sheet</li><li>- two column notes</li><li>- mind map</li><li>- power notes ...</li></ul> <p>May say:</p> <p>"Here is all the information from the survey. How can we present it in a way that will make sense to the other students?"</p> |

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

|   |  |
|---|--|
| <p><b>Grade 8 Specific Outcome 3.1.3</b></p> <p><b>Create and/or adapt and reflect on a plan to collect, record, and synthesize information in own and group inquiry</b></p>  | <p><b>Grade 9 Specific Outcome 3.1.3</b></p> <p><b>Create and/or adapt and evaluate a plan to collect, record, and synthesize information in own and group inquiry</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>3.1.3 d. Creates a plan to meet a specified time frame for inquiry</b></p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>*Parameters of an inquiry:<br/>       - purpose of the inquiry<br/>       - depth of the investigation<br/>       - how collected information will be shared<br/>       - amount of work required to create the finished presentation</p> <p>May say:<br/>       "We're ahead of where we thought we'd be right now. What should we do?"</p> <p><b>3.1.3 e. Reflects on the plan during and at the end of inquiry</b></p> <p>Examples may include:<br/>       - learning log<br/>       - journal<br/>       - conferencing<br/>       - discussion<br/>       - checklist ...</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>3.1.3 d. Creates a plan to meet a specified time frame for inquiry</b></p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>*Parameters of an inquiry:<br/>       - purpose of the inquiry<br/>       - depth of the investigation<br/>       - how collected information will be shared<br/>       - amount of work required to create the finished presentation</p> <p>May say:<br/>       "Let's do our search using the Internet. That should be faster than gathering information from the selected books."<br/>       "</p> <p><b>3.1.3 e. Reflects on the plan during inquiry and evaluates the plan at end of inquiry</b></p> <p>May say:<br/>       "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..."</p> |

## General Outcome:

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

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 3.1.3</b></p> <p>Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry</p>  | <p><b>Grade 7 Specific Outcome 3.1.3</b></p> <p>Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.1.3 c. <b>Records relevant information using the selected method</b></p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- diagrams</li><li>- lists</li><li>- graphs</li><li>- journals</li><li>- logs</li><li>- inquiry notebooks</li><li>- charts</li><li>- webs</li><li>- T-charts</li><li>- math equations</li><li>- observation charts</li><li>- Venn diagrams</li><li>- concept webs</li><li>- outline</li><li>- Know-Want to Know-How I learned-Learned (KWHL)</li><li>- inquiry or research response sheet</li><li>- two column notes</li><li>- mind maps ...</li></ul> <p>May say:</p> <p>"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."</p> <p>"Let's put the population data for each animal onto this chart."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.1.3 d. <b>Creates a plan to meet a specified time frame for inquiry</b></p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>*Parameters of an inquiry:</p> <ul style="list-style-type: none"><li>- purpose of the inquiry</li><li>- depth of the investigation</li><li>- how collected information will be shared</li><li>- amount of work required to create the finished presentation</li></ul> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- day timer</li><li>- time frames</li><li>- agenda books</li><li>- electronic agenda</li><li>- PDA ...</li></ul> <p>3.1.3 e. <b>Reflects on the plan during and at the end of inquiry</b></p> <p>May say:</p> <p>"We should have checked our progress more often against the timeline. We waited too long, and now we're really far behind."</p> |

## Plan and Focus

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

#### Grade 8 Specific Outcome 3.1.3

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

#### Grade 9 Specific Outcome 3.1.3

Create and/or adapt and evaluate a plan 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.

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 3.1.3</b></p> <p>Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry</p>  | <p><b>Grade 7 Specific Outcome 3.1.3</b></p> <p>Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry</p>          |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.1.3 d. Creates a plan and timeline to meet a specified time frame for inquiry</p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>*Parameters of an inquiry:<br/>- purpose of the inquiry<br/>- depth of the investigation<br/>- how collected information will be shared<br/>- amount of work required to create the finished presentation</p> <p>Suggested activities:<br/>- inquiry process</p> <p>Graphic organizers may include:<br/>- Big Six (who, what, when, where, why, how)<br/>- I-Search planner<br/>- Know-Want to Know-Learned+What will I do Next? (KWL +)<br/>- scientific method<br/>- webs<br/>- inquiry charts<br/>- outlines ...</p> <p>For timeline, may use:<br/>- day timer<br/>- time frames<br/>- agenda books ...</p> <p>May say:<br/>"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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.1.3 . Information is on previous page(s)</p> |

## Plan and Focus

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

#### Grade 8 Specific Outcome 3.1.3

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

#### Grade 9 Specific Outcome 3.1.3

Create and/or adapt and evaluate a plan 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.

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 3.1.3</b></p> <p>Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry</p>  | <p><b>Grade 7 Specific Outcome 3.1.3</b></p> <p>Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry</p>                 |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.1.3 e. <b>Uses appropriate forms of expression to connect purpose and audience</b></p> <p>*identifying an audience, setting a purpose, linking a form of expression</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- photo essays</li><li>- pictures and videos of shared class experiences</li><li>- string/hand games</li><li>- invitations</li><li>- surveys, interviews</li><li>- centres</li><li>- dancing</li><li>- drumming</li><li>- painting, murals</li><li>- role playing</li><li>- letters to thank the Co-op</li><li>- skits, songs</li><li>- narrative stories</li><li>- illustrations</li><li>- puppetry</li><li>- journals</li><li>- readers' theatre</li><li>- poetry</li><li>- ads</li><li>- newspaper articles</li><li>- comic strips</li><li>- reports</li><li>- maps</li><li>- graphs</li><li>- science experiments</li><li>- letters ...</li></ul> <p>May say:</p> <p>"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."</p> <p>See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.1.3 . <b>Information is on previous page(s)</b></p> |

## Plan and Focus

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

#### Grade 8 Specific Outcome 3.1.3

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

#### Grade 9 Specific Outcome 3.1.3

Create and/or adapt and evaluate a plan 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.**

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 3.1.3</b><br><b>Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry</b>   | <b>Grade 7 Specific Outcome 3.1.3</b><br><b>Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry</b>                     |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.1.3 f. <b>Reflects on choice of strategies and method for accessing and recording information</b></p> <p>May say:<br/>"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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.1.3 . <b>Information is on previous page(s)</b></p> |

## Plan and Focus

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

#### Grade 8 Specific Outcome 3.1.3

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

#### Grade 9 Specific Outcome 3.1.3

Create and/or adapt and evaluate a plan 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**

\*Primary sources of information are experiential or first-hand accounts of an event. Secondary sources are second-hand accounts of an event or information.

#### General Example(s)

Sources may include:

- people
- family members
- Elders
- peers
- teachers
- librarians
- story tellers
- experts (trappers, elders, etc.)
- community members
- objects
- artifacts
- natural habitats
- maps, charts, graphs
- signs
- books (narrative texts, expository texts)
- photographs
- illustrations
- audio tapes, videos, TV
- websites
- field trips
- newspapers, magazines
- interviews
- CDs
- various multimedia
- songs
- folk tales
- plays, scripts
- series by the same writer
- diaries ...

#### Specific Outcome Links

Evaluate Sources (3.2.2)

Access Information (3.2.3)

Use Strategies to Make Sense of Information (3.2.4)

Organize Information (3.3.1)

Record Information (3.3.2)

Evaluate Information (3.3.3)

### 7 Specific Outcome 3.2.1

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

\*Primary sources of information are experiential or first-hand accounts of an event. Secondary sources are second-hand accounts of an event or information.

#### General Example(s)

Sources may include:

- people
- family members
- Elders
- peers
- teachers
- librarians
- story tellers
- experts (trappers, elders, etc.)
- community members
- objects
- artifacts
- natural habitats
- maps, charts, graphs
- signs
- books (narrative texts, expository texts)
- photographs
- illustrations
- audio tapes, videos, TV
- websites
- field trips
- newspapers, magazines
- interviews
- CDs
- various multimedia
- songs
- folk tales
- plays, scripts
- series by the same writer
- diaries ...

#### Specific Outcome Links

Evaluate Sources (3.2.2)

Access Information (3.2.3)

Use Strategies to Make Sense of Information (3.2.4)

Organize Information (3.3.1)

Record Information (3.3.2)

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**

\*Primary sources of information are experiential or first-hand accounts of an event. Secondary sources are second-hand accounts of an event or information.

**General Example(s)**

Sources may include:

- people
- family members
- Elders
- peers
- teachers
- librarians
- story tellers
- experts (trappers, elders, etc.)
- community members
- objects
- artifacts
- natural habitats
- maps, charts, graphs
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- audio tapes, videos, TV
- websites
- field trips
- newspapers, magazines
- interviews
- CDs
- various multimedia
- songs
- folk tales
- plays, scripts
- series by the same writer
- diaries ...

**Specific Outcome Links**

Evaluate Sources (3.2.2)

Access Information (3.2.3)

Use Strategies to Make Sense of Information (3.2.4)

Organize Information (3.3.1)

Record Information (3.3.2)

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)**

Sources may include:

- people
- family members
- Elders
- peers
- teachers
- librarians
- story tellers
- experts (trappers, elders, etc.)
- community members
- objects
- artifacts
- natural habitats
- maps, charts, graphs
- signs
- books (narrative texts, expository texts)
- photographs
- illustrations
- audio tapes, videos, TV
- websites
- field trips
- newspapers, magazines
- interviews
- CDs
- various multimedia
- songs
- folk tales
- plays, scripts
- series by the same writer
- diaries ...

**Specific Outcome Links**

Evaluate Sources (3.2.2)

Access Information (3.2.3)

Use Strategies to Make Sense of Information (3.2.4)

Organize Information (3.3.1)

Record Information (3.3.2)

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.

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 3.2.1</b></p> <p>Use a combination of primary and secondary sources to answer inquiry or research questions</p>  | <p><b>Grade 7 Specific Outcome 3.2.1</b></p> <p>Identify relevant primary and secondary sources to answer inquiry or research questions</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>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</p> <p>Primary sources may include:</p> <ul style="list-style-type: none"><li>- guest presenters (Elders from the community, storytellers, others)</li><li>- experts and speakers</li><li>- field trips and excursions</li><li>- first hand experiences (drum dances, drama presentations, other live experiences)</li><li>- first hand accounts ...</li></ul> <p>Secondary sources may include:</p> <ul style="list-style-type: none"><li>- newspapers</li><li>- information text</li><li>- CDs</li><li>- almanacs</li><li>- encyclopedias</li><li>- text books</li><li>- atlases</li><li>- classroom displays and interest centres</li><li>- class or school or community libraries</li><li>- slide shows</li><li>- movies</li><li>- songs</li><li>- videos</li><li>- Internet sites</li><li>- art work</li><li>- sculptures</li><li>- prints ...</li></ul> <p>May say:</p> <p>"We've looked at books and 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..."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>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</p> <p>Primary sources may include:</p> <ul style="list-style-type: none"><li>- guest presenters (Elders from the community, storytellers, others)</li><li>- experts and speakers</li><li>- field trips and excursions</li><li>- first hand experiences (drum dances, drama presentations, other live experiences)</li><li>- first hand accounts ...</li></ul> <p>Secondary sources may include:</p> <ul style="list-style-type: none"><li>- newspapers</li><li>- information text</li><li>- CDs</li><li>- almanacs</li><li>- encyclopedias</li><li>- text books</li><li>- atlases</li><li>- classroom displays and interest centres</li><li>- class or school or community libraries</li><li>- slide shows</li><li>- movies</li><li>- songs</li><li>- videos</li><li>- Internet sites</li><li>- art work</li><li>- sculptures</li><li>- prints ...</li></ul> <p>May say:</p> <p>"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."</p> |

**Identify Sources of Information**

**Grade 8 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 8 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**

Primary sources may include:

- guest presenters (Elders from the community, storytellers, others)
- experts and speakers
- field trips and excursions
- first hand experiences (drum dances, drama presentations, other live experiences)
- first hand accounts ...

Secondary sources may include:

- newspapers
- information text
- CDs
- almanacs
- encyclopedias
- text books
- atlases
- classroom displays and interest centres
- 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."

**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)**

**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**

Primary sources may include:

- guest presenters (Elders from the community, storytellers, others)
- experts and speakers
- field trips and excursions
- first hand experiences (drum dances, drama presentations, other live experiences)
- first hand accounts ...

Secondary sources may include:

- newspapers
- information text
- CDs
- almanacs
- encyclopedias
- text books
- atlases
- classroom displays and interest centres
- class or school or community libraries
- slide shows
- movies
- songs
- videos
- Internet sites
- art work
- sculptures
- prints ...

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)**

Suggested activities:

- learning logs
- inquiry notebooks
- reflection
- self-questioning
- rereading
- assessing with Rubrics
- inquiry charts
- gate keeper game
- trash-treasure-save
- checklists
- conferencing ...

**7 Specific Outcome 3.2.2**

Use criteria to evaluate usefulness and reliability of sources

**General Example(s)**

Suggested activities:

- learning logs
- inquiry notebooks
- reflection
- self-questioning
- rereading
- assessing with Rubrics
- inquiry charts
- gate keeper game
- trash-treasure-save
- checklists
- conferencing ...

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## Evaluate Sources

### 8 Specific Outcome 3.2.2

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

#### General Example(s)

Suggested activities:

- learning logs
- inquiry notebooks
- reflection
- self-questioning
- rereading
- assessing with Rubrics
- inquiry charts
- gate keeper game
- trash-treasure-save
- checklists
- conferencing ...

### 9 Specific Outcome 3.2.2

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

#### General Example(s)

Suggested activities:

- learning logs
- inquiry notebooks
- reflection
- self-questioning
- rereading
- assessing with Rubrics
- inquiry charts
- gate keeper game
- trash-treasure-save
- checklists
- conferencing ...

**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.**

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 3.2.2</b><br><b>Recognize that information serves different purposes, and determine its usefulness for inquiry or research focus using pre-established criteria</b>   | <b>Grade 7 Specific Outcome 3.2.2</b><br><b>Use criteria to evaluate usefulness and reliability of sources</b>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>3.2.2 a. <b>Matches sources to inquiry or research purpose using pre-established criteria (teacher directed, student directed, or group directed)</b></p> <p>Criteria may include:</p> <ul style="list-style-type: none"><li>- title, author, copyright date</li><li>- author's expertise in field</li><li>- fact or fiction or opinion</li><li>- viewpoint or perspective</li><li>- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)</li><li>- information contained in more than one form?</li><li>- answers inquiry question completely?</li><li>- provides useful information?</li><li>- suitability of information</li><li>- readability</li><li>- comprehension</li><li>- perspective ...</li></ul> <p>May say:</p> <p>"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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>3.2.2 a. <b>Matches sources to the focus and/or purpose of inquiry, using criteria developed with peers</b></p> <p>Criteria may include:</p> <ul style="list-style-type: none"><li>- title, author, copyright date</li><li>- author's expertise in field</li><li>- fact or fiction or opinion</li><li>- viewpoint or perspective</li><li>- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)</li><li>- information contained in more than one form?</li><li>- answers inquiry question completely?</li><li>- provides useful information?</li><li>- suitability of information</li><li>- readability</li><li>- comprehension</li><li>- perspective (validity) ...</li></ul> <p>May say:</p> <p>"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."</p> |

Evaluate Sources

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 3.2.2</b></p> <p><b>Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources</b></p>   | <p><b>Grade 9 Specific Outcome 3.2.2</b></p> <p><b>Develop and use criteria to evaluate usefulness and reliability of, and perspectives and biases within, sources</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>3.2.2 a. Matches sources to the focus and/or purpose of inquiry, using criteria developed with peers</b></p> <p>Criteria may include:</p> <ul style="list-style-type: none"> <li>- title, author, copyright date</li> <li>- author's expertise in field</li> <li>- fact or fiction or opinion</li> <li>- viewpoint or perspective</li> <li>- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)</li> <li>- information contained in more than one form?</li> <li>- answers inquiry question completely?</li> <li>- provides useful information?</li> <li>- suitability of information</li> <li>- readability</li> <li>- comprehension</li> <li>- perspective (validity) ...</li> </ul> <p>May say:</p> <p>"We said we were going to focus on how 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 purpose."</p> <p><b>3.2.2 b. Determines usefulness of sources, using specific criteria developed with peers</b></p> <p>May say:</p> <p>"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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>3.2.2 a. Matches sources to the focus and/or purpose of inquiry, using criteria developed with peers</b></p> <p>Criteria may include:</p> <ul style="list-style-type: none"> <li>- title, author, copyright date</li> <li>- author's expertise in field</li> <li>- fact or fiction or opinion</li> <li>- viewpoint or perspective</li> <li>- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)</li> <li>- information contained in more than one form?</li> <li>- answers inquiry question completely?</li> <li>- provides useful information?</li> <li>- suitability of information</li> <li>- readability</li> <li>- comprehension</li> <li>- perspective (validity) ...</li> </ul> <p>May say:</p> <p>"We got some information on the Internet about space tourism. We can use that to support the idea of building a new and bigger space station. That will tie into the economics piece we looked at too - how to make it less expensive."</p> |

## 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.

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| <p><b>Grade 6 Specific Outcome 3.2.2</b></p> <p>Recognize that information serves different purposes, and determine its usefulness for inquiry or research focus using pre-established criteria</p>  | <p><b>Grade 7 Specific Outcome 3.2.2</b></p> <p>Use criteria to evaluate usefulness and reliability of sources</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.2.2 b. Matches sources to inquiry or research focus using pre-established criteria (teacher directed, student directed, or group directed)</p> <p>Criteria may include:</p> <ul style="list-style-type: none"><li>- title, author, copyright date</li><li>- author's expertise in field</li><li>- fact or fiction or opinion</li><li>- viewpoint or perspective</li><li>- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)</li><li>- information contained in more than one form?</li><li>- answers inquiry question completely?</li><li>- provides useful information?</li><li>- suitability of information</li><li>- readability</li><li>- comprehension</li><li>- perspective (validity) ...</li></ul> <p>May say:</p> <p>"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 whatever for dogs, and then adult for us and mature dogs."</p> <p>3.2.2 c. Begins to use specific criteria (currency, reliability of information, and usefulness) to evaluate sources</p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>May say:</p> <p>"We need to find some magazine articles because these encyclopedias do not have up to date information."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.2.2 b. Determines usefulness of sources, using specific criteria developed with peers</p> <p>Criteria may include:</p> <ul style="list-style-type: none"><li>- title, author, copyright date</li><li>- author's expertise in field</li><li>- fact or fiction or opinion</li><li>- viewpoint or perspective</li><li>- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)</li><li>- information contained in more than one form?</li><li>- answers inquiry question completely?</li><li>- provides useful information?</li><li>- suitability of information</li><li>- readability</li><li>- comprehension</li><li>- perspective (validity) ...</li></ul> <p>May say:</p> <p>"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."</p> |

Evaluate Sources

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| <p><b>Grade 8 Specific Outcome 3.2.2</b></p> <p><b>Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources</b></p>  | <p><b>Grade 9 Specific Outcome 3.2.2</b></p> <p><b>Develop and use criteria to evaluate usefulness and reliability of, and perspectives and biases within, sources</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>3.2.2 c. Determines reliability of and perspectives within sources, using specific criteria developed with peers</b></p> <p>Criteria may include:</p> <ul style="list-style-type: none"><li>- title, author, copyright date</li><li>- author's expertise in field</li><li>- fact or fiction or opinion</li><li>- viewpoint or perspective</li><li>- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)</li><li>- information contained in more than one form?</li><li>- answers inquiry question completely?</li><li>- provides useful information?</li><li>- suitability of information</li><li>- readability</li><li>- comprehension</li><li>- perspective (validity) ...</li></ul> <p>May say:</p> <p>"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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>3.2.2 b. Determines reliability of and perspectives and biases within sources, using specific criteria developed with peers</b></p> <p>Criteria may include:</p> <ul style="list-style-type: none"><li>- title, author, copyright date</li><li>- author's expertise in field</li><li>- fact or fiction or opinion</li><li>- viewpoint or perspective</li><li>- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)</li><li>- information contained in more than one form?</li><li>- answers inquiry question completely?</li><li>- provides useful information?</li><li>- suitability of information</li><li>- readability</li><li>- comprehension</li><li>- perspective (validity) ...</li></ul> <p>May say:</p> <p>"I don't think we want to use this pamphlet from...because they seem to have a very stereotyped view."</p> <p>"This photo of the alien in the National Enquirer is funny but it's obviously not true!"</p> |

**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.**

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|---|--|
| <b>Grade 6 Specific Outcome 3.2.2</b><br><br><b>Recognize that information serves different purposes, and determine its usefulness for inquiry or research focus using pre-established criteria</b> | <b>Grade 7 Specific Outcome 3.2.2</b><br><br><b>Use criteria to evaluate usefulness and reliability of sources</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.2.2 . Information is on previous page(s)</p>                          | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.2.2 c. <b>Determines reliability of sources, using specific criteria developed with peers</b></p> <p>Criteria may include:</p> <ul style="list-style-type: none"><li>- title, author, copyright date</li><li>- author's expertise in field</li><li>- fact or fiction or opinion</li><li>- viewpoint or perspective</li><li>- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)</li><li>- information contained in more than one form?</li><li>- answers inquiry question completely?</li><li>- provides useful information?</li><li>- suitability of information</li><li>- readability</li><li>- comprehension</li><li>- perspective (validity) ...</li></ul> <p>May say:</p> <p>"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."</p> |

## Select and Process

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### Evaluate Sources

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| <p><b>Grade 8 Specific Outcome 3.2.2</b><br/><b>Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources</b></p>               | <p><b>Grade 9 Specific Outcome 3.2.2</b><br/><b>Develop and use criteria to evaluate usefulness and reliability of, and perspectives and biases within, sources</b></p>    |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p>3.2.2 . Information is on previous page(s)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p>3.2.2 . Information is on previous page(s)</p> |

**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 to access information and ideas; use visual and auditory cues to identify relevant information**

\*Primary sources of information are experiential or first-hand accounts of an event. Secondary sources are second-hand accounts of an event or information.

**Specific Outcome Links**

Text Features (2.1.3)  
Cueing Systems (2.1.4)

**7 Specific Outcome 3.2.3**

**Use text features and reference tools to identify relevant information**

\*Primary sources of information are experiential or first-hand accounts of an event. Secondary sources are second-hand accounts of an event or information.

**Specific Outcome Links**

Text Features (2.1.3)  
Cueing Systems (2.1.4)

## Access Information

### 8 Specific Outcome 3.2.3

Use text features and reference tools to identify relevant information

\*Primary sources of information are experiential or first-hand accounts of an event. Secondary sources are second-hand accounts of an event or information.

#### Specific Outcome Links

Text Features (2.1.3)

Cueing Systems (2.1.4)

### 9 Specific Outcome 3.2.3

Use text features and reference tools to identify relevant information

\*Primary sources of information are experiential or first-hand accounts of an event. Secondary sources are second-hand accounts of an event or information.

#### Specific Outcome Links

Text Features (2.1.3)

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.

|  |   |
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| <p><b>Grade 6 Specific Outcome 3.2.3</b></p> <p>Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information</p>  | <p><b>Grade 7 Specific Outcome 3.2.3</b></p> <p>Use text features and reference tools to identify relevant information</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.2.3 a. <b>Expands repertoire of visual cues to guide the search for information</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- body language</li><li>- culturally appropriate eye contact</li><li>- facial expressions and gestures</li><li>- photographs</li><li>- illustrations</li><li>- illustrated directions</li><li>- icons</li><li>- colour coded words</li><li>- font</li><li>- letter size</li><li>- charts</li><li>- graphic organizers</li><li>- opening shots to videos or DVDs</li><li>- diagrams</li><li>- pull down menus</li><li>- hypertext links</li><li>- scene changes</li><li>- graphic</li><li>- pacing</li><li>- close-ups</li><li>- zooms</li><li>- lighting</li><li>- camera angle</li><li>- captions</li><li>- staging</li><li>- sidebars</li><li>- shaded areas</li><li>- margin notes ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.2.3 a. <b>Uses a variety of text features to locate information in oral, print, and other media texts</b></p> <p>Visual cues may include:</p> <ul style="list-style-type: none"><li>- body language, facial expressions and gestures</li><li>- culturally appropriate eye contact</li><li>- photographs, illustrations, diagrams</li><li>- illustrated directions, captions</li><li>- icons</li><li>- colour coded words</li><li>- font, letter size</li><li>- charts</li><li>- graphic organizers</li><li>- opening shots to videos or DVDs</li><li>- pull down menus</li><li>- hypertext links</li><li>- scene changes</li><li>- graphics</li><li>- pacing</li><li>- close-ups, zooms</li><li>- lighting, camera angle</li><li>- staging</li><li>- sidebars, margin notes</li><li>- shaded areas ...</li></ul> <p>Auditory cues may include:</p> <ul style="list-style-type: none"><li>- sounds, noises</li><li>- music</li><li>- words</li><li>- volume, emphasis</li><li>- pauses, rhythm, pacing</li><li>- repetition</li><li>- pings, sound effects</li><li>- tone, intonation</li><li>- voice overs ...</li></ul> <p>See Text Features (2.1.3)</p> |

Access Information

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 3.2.3</b></p> <p><b>Use text features and reference tools to identify relevant information</b></p>   | <p><b>Grade 9 Specific Outcome 3.2.3</b></p> <p><b>Use text features and reference tools to identify relevant information</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p>3.2.3 a. <b>Uses a variety of text features, including audio and visual cues, to locate information in oral, print, and other media texts</b></p> <p>Visual cues may include:</p> <ul style="list-style-type: none"> <li>- body language, facial expressions and gestures</li> <li>- culturally appropriate eye contact</li> <li>- photographs, illustrations, diagrams</li> <li>- illustrated directions, captions</li> <li>- icons</li> <li>- colour coded words</li> <li>- font, letter size</li> <li>- charts</li> <li>- graphic organizers</li> <li>- opening shots to videos or DVDs</li> <li>- pull down menus</li> <li>- hypertext links</li> <li>- scene changes</li> <li>- graphics</li> <li>- pacing</li> <li>- close-ups, zooms</li> <li>- lighting, camera angle</li> <li>- staging</li> <li>- sidebars, margin notes</li> <li>- shaded areas ...</li> </ul> <p>Auditory cues may include:</p> <ul style="list-style-type: none"> <li>- sounds, noises</li> <li>- music</li> <li>- words</li> <li>- volume, emphasis</li> <li>- pauses, rhythm, pacing</li> <li>- repetition</li> <li>- pings, sound effects</li> <li>- tone, intonation</li> <li>- voice overs ...</li> </ul> <p>See Text Features (2.1.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p>3.2.3 a. <b>Uses a variety of text features, including audio and visual cues, to locate information in oral, print, and other media texts</b></p> <p>Visual cues may include:</p> <ul style="list-style-type: none"> <li>- body language, facial expressions and gestures</li> <li>- culturally appropriate eye contact</li> <li>- photographs, illustrations, diagrams</li> <li>- illustrated directions, captions</li> <li>- icons</li> <li>- colour coded words</li> <li>- font, letter size</li> <li>- charts</li> <li>- graphic organizers</li> <li>- opening shots to videos or DVDs</li> <li>- pull down menus</li> <li>- hypertext links</li> <li>- scene changes</li> <li>- graphics</li> <li>- pacing</li> <li>- close-ups, zooms</li> <li>- lighting, camera angle</li> <li>- staging</li> <li>- sidebars, margin notes</li> <li>- shaded areas ...</li> </ul> <p>Auditory cues may include:</p> <ul style="list-style-type: none"> <li>- sounds, noises</li> <li>- music</li> <li>- words</li> <li>- volume, emphasis</li> <li>- pauses, rhythm, pacing</li> <li>- repetition</li> <li>- pings, sound effects</li> <li>- tone, intonation</li> <li>- voice overs ...</li> </ul> <p>See Text Features (2.1.3)</p> |

**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.**

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|---|--|
| <b>Grade 6 Specific Outcome 3.2.3</b><br><br><b>Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information</b>   | <b>Grade 7 Specific Outcome 3.2.3</b><br><br><b>Use text features and reference tools to identify relevant information</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>3.2.3 b. Expands repertoire of auditory cues to guide the search for information</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- sounds</li><li>- music</li><li>- words</li><li>- noises</li><li>- pauses</li><li>- volume</li><li>- rhythm</li><li>- repetition</li><li>- emphasis</li><li>- pacing</li><li>- pings</li><li>- tone</li><li>- sound effects</li><li>- voice overs</li><li>- intonations ...</li></ul> <p><b>3.2.3 c. Expands repertoire of textual cues to access information</b></p> <p>See Text Features (2.1.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>3.2.3 b. Uses the library's organizational system to locate relevant information</b></p> <p>Examples may include areas designated for:</p> <ul style="list-style-type: none"><li>- fiction</li><li>- nonfiction</li><li>- easy reading</li><li>- new books</li><li>- picture books</li><li>- informational texts</li><li>- references (dictionaries, atlases, maps, almanacs, thesauri)</li><li>- magazines</li><li>- posters</li><li>- videos</li><li>- audio tapes</li><li>- CDs</li><li>- library files</li><li>- electronic media ...</li></ul> <p>Understands and uses:</p> <ul style="list-style-type: none"><li>- alphabetization of resources</li><li>- card and electronic catalogues</li><li>- Internet search engines/tools ...</li></ul> |

Access Information

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| <p><b>Grade 8 Specific Outcome 3.2.3</b></p> <p><b>Use text features and reference tools to identify relevant information</b></p>  | <p><b>Grade 9 Specific Outcome 3.2.3</b></p> <p><b>Use text features and reference tools to identify relevant information</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>3.2.3 b. Uses the library's organizational system to locate relevant information</b></p> <p>Examples may include areas designated for:</p> <ul style="list-style-type: none"><li>- fiction</li><li>- nonfiction</li><li>- easy reading</li><li>- new books</li><li>- picture books</li><li>- informational texts</li><li>- references (dictionaries, atlases, maps, almanacs, thesauri)</li><li>- magazines</li><li>- posters</li><li>- videos</li><li>- audio tapes</li><li>- CDs</li><li>- library files</li><li>- electronic media ...</li></ul> <p>Understands and uses:</p> <ul style="list-style-type: none"><li>- alphabetization of resources</li><li>- card and electronic catalogues</li><li>- Internet search engines/tools ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>3.2.3 b. Uses the library's organizational system to locate relevant information</b></p> <p>Examples may include areas designated for:</p> <ul style="list-style-type: none"><li>- fiction</li><li>- nonfiction</li><li>- easy reading</li><li>- new books</li><li>- picture books</li><li>- informational texts</li><li>- references (dictionaries, atlases, maps, almanacs, thesauri)</li><li>- magazines</li><li>- posters</li><li>- videos</li><li>- audio tapes</li><li>- CDs</li><li>- library files</li><li>- electronic media ...</li></ul> <p>Understands and uses:</p> <ul style="list-style-type: none"><li>- alphabetization of resources</li><li>- card and electronic catalogues</li><li>- Internet search engines/tools ...</li></ul> |

**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.**

|   |  |
|---|--|
| <b>Grade 6 Specific Outcome 3.2.3</b><br><br><b>Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information</b>   | <b>Grade 7 Specific Outcome 3.2.3</b><br><br><b>Use text features and reference tools to identify relevant information</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>3.2.3 d. Uses the library's organizational system to locate information</b></p> <p>Examples may include areas designated for:</p> <ul style="list-style-type: none"><li>- fiction</li><li>- nonfiction</li><li>- easy reading</li><li>- new books</li><li>- picture books</li><li>- informational texts</li><li>- references (dictionaries, atlases, maps, almanacs, thesauri)</li><li>- magazines</li><li>- posters</li><li>- videos</li><li>- audio tapes</li><li>- CDs</li><li>- library files</li><li>- electronic media ...</li></ul> <p>Understands and uses:</p> <ul style="list-style-type: none"><li>- alphabetization of resources</li><li>- card and electronic catalogues</li><li>- Internet search engines/tools ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>3.2.3 c. Uses the computer to locate and access information</b></p> <p>*applicable where technology is available</p> <p>*Information and Communication Technology outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is <u>not</u> increased.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- Internet sites</li><li>- videos</li><li>- CDs</li><li>- visuals</li><li>- bulletin boards</li><li>- Powerpoints</li><li>- maps</li><li>- graphs</li><li>- digital cameras</li><li>- blogs</li><li>- wikis</li><li>- web casts ...</li></ul> <p>See:</p> <p>Identify Sources of Information (3.2.1)<br/>Use Strategies to Make Sense of Information (3.2.4)<br/>Enhance Legibility and Develop Word Processing Skills (4.2.3)</p> |

**Access Information**

**Grade 8 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 c. Uses the computer to locate and access information**

\*applicable where technology is available

\*Information and Communication Technology outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is not increased.

Examples may include:

- Internet sites
- CDs
- blogs
- wikis
- web casts...

See:

Identify Sources of Information (3.2.1)

Use Strategies to Make Sense of Information (3.2.4)

Enhance Legibility and Develop Word Processing Skills (4.2.3)

**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 9 the student ...**

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

\*applicable where technology is available

\*Information and Communication Technology outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is not increased.

May use:

- Internet sites
- CDs
- blogs
- wikis
- web casts...

See:

Identify Sources of Information (3.2.1)

Use Strategies to Make Sense of Information (3.2.4)

Enhance Legibility and Develop Word Processing Skills (4.2.3)

## General Outcome:

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

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 3.2.3</b><br/>Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information</p>   | <p><b>Grade 7 Specific Outcome 3.2.3</b><br/>Use text features and reference tools to identify relevant information</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.2.3 e. <b>Uses the computer to access information</b></p> <p>*applicable where technology is available</p> <p>*Information and Communication Technology outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is <u>not</u> increased.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- Internet sites</li><li>- videos</li><li>- CDs</li><li>- visuals</li><li>- bulletin boards</li><li>- Powerpoints</li><li>- maps</li><li>- graphs</li><li>- digital cameras</li><li>- blogs</li><li>- wikis</li><li>- web casts ...</li></ul> <p>See:</p> <p>Identify Sources of Information (3.2.1)<br/>Use Strategies to Make Sense of Information (3.2.4)<br/>Enhance Legibility and Develop Word Processing Skills (4.2.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.2.3 d. <b>Accesses information from reference materials</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- calendar, agenda</li><li>- alphabet</li><li>- number line</li><li>- labels</li><li>- learning centres</li><li>- print and electronic dictionaries</li><li>- maps</li><li>- environmental print</li><li>- informational texts</li><li>- atlases</li><li>- Internet sites</li><li>- timelines</li><li>- charts, graphs</li><li>- thesaurus</li><li>- spell check functions</li><li>- directories, Net directories</li><li>- encyclopedia</li><li>- almanacs</li><li>- objects, artifacts ...</li></ul> <p>Uses:</p> <ul style="list-style-type: none"><li>- multiple sources</li><li>- search engines</li></ul> |

Access Information

**Grade 8 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 d. Accesses information from reference materials**

Examples may include:

- conversations
- calendar, agenda
- alphabet
- number line
- labels
- learning centres
- print and electronic dictionaries
- maps
- environmental print
- informational texts
- atlases
- Internet sites
- timelines
- charts, graphs
- thesaurus
- spell check functions
- directories, Net directories
- encyclopedia
- almanacs
- objects, artifacts ...

Uses:

- multiple sources
- search engines

**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 9 the student ...**

**3.2.3 d. Accesses information from reference materials**

Examples may include:

- conversations
- calendar, agenda
- alphabet
- number line
- labels
- learning centres
- print and electronic dictionaries
- maps
- environmental print
- informational texts
- atlases
- Internet sites
- timelines
- charts, graphs
- thesaurus
- spell check functions
- directories, Net directories
- encyclopedia
- almanacs
- objects, artifacts ...

Uses:

- multiple sources
- search engines

**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.**

|  |  |
|--|--|
| <b>Grade 6 Specific Outcome 3.2.3</b><br><br><b>Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information</b>  | <b>Grade 7 Specific Outcome 3.2.3</b><br><br><b>Use text features and reference tools to identify relevant information</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>3.2.3 f. Accesses information from reference materials</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- calendar</li><li>- alphabet</li><li>- number line</li><li>- labels</li><li>- learning centres, listening centre</li><li>- word walls or word books</li><li>- print and electronic dictionaries</li><li>- maps</li><li>- environmental print</li><li>- informational texts</li><li>- atlases</li><li>- Internet sites</li><li>- timelines</li><li>- charts, graphs</li><li>- thesaurus</li><li>- spell check functions</li><li>- directories, Net directories</li><li>- encyclopedia</li><li>- almanacs</li><li>- objects, artifacts ...</li></ul> <p>Uses:</p> <ul style="list-style-type: none"><li>- multiple sources</li><li>- search engines</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>3.2.3 . Information is on previous page(s)</b></p> |

## Select and Process

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### Access Information

|  |  |
|--|--|
| <p><b>Grade 8 Specific Outcome 3.2.3</b><br/>Use text features and reference tools to identify relevant information</p>  | <p><b>Grade 9 Specific Outcome 3.2.3</b><br/>Use text features and reference tools to identify relevant information</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p>3.2.3 . Information is on previous page(s)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p>3.2.3 . Information is on previous page(s)</p> |

**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 (oral, print, and other media) to construct meaning and gather information

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)  
Prior Knowledge and 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 (oral, print, and other media)

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)  
Prior Knowledge and 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 (oral, print, and other media)

#### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)  
Prior Knowledge and 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 (oral, print, and other media)

#### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)  
Prior Knowledge and 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.

|  |  |
|--|--|
| <b>Grade 6 Specific Outcome 3.2.4</b><br><br>Use organizational patterns in texts (oral, print, and other media) to construct meaning and gather information   | <b>Grade 7 Specific Outcome 3.2.4</b><br><br>Use strategies to understand and relate information in texts (oral, print, and other media)   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.2.4 a. Uses prior knowledge, connections, predictions, and inferences to make sense of information in oral, print, and other media texts</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- Before-During-After (BDA)</li><li>- cloze activities</li><li>- retelling/restating</li><li>- Know-Want to Know-Learned (KWL)</li><li>- Pause and Predict ...</li></ul> <p>May say:</p> <p>"This problem asks us to use the data on this chart to figure out the probability of..."</p> <p>"Our experiment, or lab report, has to have a hypothesis..."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.2.4 a. Uses prior knowledge, connections, predictions, and inferences to make sense of and relate information within and across texts (oral, print, and other media)</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- Before-During-After (BDA)</li><li>- cloze activities</li><li>- retelling/restating</li><li>- Know-Want to Know-Learned (KWL)</li><li>- Pause and Predict ...</li></ul> <p>May say:</p> <p>"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."</p> |

Use Strategies to Make Sense of Information

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 3.2.4</b><br/><b>Select and use strategies to understand and relate information in texts (oral, print, and other media)</b></p>  | <p><b>Grade 9 Specific Outcome 3.2.4</b><br/><b>Select and monitor use of strategies to understand and relate information in texts (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p>3.2.4 a. Selects and uses prior knowledge, connections, predictions, and inferences to make sense of, and relate information within and across texts (oral, print, and other media)</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- Before-During-After (BDA)</li><li>- cloze activities</li><li>- retelling/restating</li><li>- Know-Want to Know-Learned (KWL)</li><li>- Pause and Predict ...</li></ul> <p>May say:</p> <p>"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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p>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 (oral, print, and other media)</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- Before-During-After (BDA)</li><li>- cloze activities</li><li>- retelling/restating</li><li>- Know-Want to Know-Learned (KWL)</li><li>- Pause and Predict ...</li></ul> <p>May say:</p> <p>"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."</p> |

## General Outcome:

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

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 3.2.4</b></p> <p>Use organizational patterns in texts (oral, print, and other media) to construct meaning and gather information</p>  | <p><b>Grade 7 Specific Outcome 3.2.4</b></p> <p>Use strategies to understand and relate information in texts (oral, print, and other media)</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.2.4 b. Continues to use text and textual cues, including organizational patterns, to construct meaning from oral, print, and other media texts</p> <p>*for example:</p> <ul style="list-style-type: none"><li>- illustrations</li><li>- titles</li><li>- key words</li><li>- labels</li><li>- colour coded words</li><li>- opening shots to videos</li><li>- author's name</li><li>- publication information</li><li>- table of contents</li><li>- captions</li><li>- headings and subheadings</li><li>- diagrams</li><li>- hot links</li><li>- index</li><li>- glossary</li><li>- dictionary guide words</li><li>- main ideas</li><li>- supporting details</li><li>- explanation</li><li>- compare and contrast</li><li>- cause and effect</li><li>- sequence</li><li>- problem and solution ...</li></ul> <p>Strategies may include</p> <ul style="list-style-type: none"><li>- active listening</li><li>- discussing</li><li>- questioning</li><li>- reading, rereading, reading on</li><li>- viewing, reviewing</li><li>- visualizing and verbalizing</li><li>- examining, reexamining</li><li>- testing, retesting</li><li>- writing, rewriting ...</li></ul> <p>See:</p> <p>Text Features (2.1.3)<br/>Access Information (3.2.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.2.4 b. Uses textual cues and organizational patterns to preview and construct meaning within and across texts (oral, print, and other media)</p> <p>*for example:</p> <ul style="list-style-type: none"><li>- illustrations</li><li>- titles</li><li>- key words</li><li>- labels</li><li>- colour coded words</li><li>- opening shots to videos</li><li>- author's name</li><li>- publication information</li><li>- table of contents</li><li>- captions</li><li>- headings and subheadings</li><li>- diagrams</li><li>- hot links</li><li>- index</li><li>- glossary</li><li>- dictionary guide words</li><li>- main ideas</li><li>- supporting details</li><li>- explanation</li><li>- compare and contrast</li><li>- cause and effect</li><li>- sequence</li><li>- problem and solution ...</li></ul> <p>Strategies may include</p> <ul style="list-style-type: none"><li>- active listening</li><li>- discussing</li><li>- questioning</li><li>- reading, rereading, reading on</li><li>- viewing, reviewing</li><li>- visualizing and verbalizing</li><li>- examining, reexamining</li><li>- testing, retesting</li><li>- writing, rewriting ...</li></ul> <p>See:</p> <p>Text Features (2.1.3)<br/>Access Information (3.2.3)</p> |

Use Strategies to Make Sense of Information

|  |   |
|--|---|
| <p><b>Grade 8 Specific Outcome 3.2.4</b><br/> <b>Select and use strategies to understand and relate information in texts (oral, print, and other media)</b></p>  | <p><b>Grade 9 Specific Outcome 3.2.4</b><br/> <b>Select and monitor use of strategies to understand and relate information in texts (oral, print, and other media)</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p><b>3.2.4 b. Selects and uses textual cues and organizational patterns to preview and construct meaning within and across texts (oral, print, and other media)</b></p> <p>*for example:</p> <ul style="list-style-type: none"> <li>- illustrations</li> <li>- titles</li> <li>- key words</li> <li>- labels</li> <li>- colour coded words</li> <li>- opening shots to videos</li> <li>- author's name</li> <li>- publication information</li> <li>- table of contents</li> <li>- captions</li> <li>- headings and subheadings</li> <li>- diagrams</li> <li>- hot links</li> <li>- index</li> <li>- glossary</li> <li>- dictionary guide words</li> <li>- main ideas</li> <li>- supporting details</li> <li>- explanation</li> <li>- compare and contrast</li> <li>- cause and effect</li> <li>- sequence</li> <li>- problem and solution ...</li> </ul> <p>Strategies may include</p> <ul style="list-style-type: none"> <li>- active listening</li> <li>- discussing</li> <li>- questioning</li> <li>- reading, rereading, reading on</li> <li>- viewing, reviewing</li> <li>- visualizing and verbalizing</li> <li>- examining, reexamining</li> <li>- testing, retesting</li> <li>- writing, rewriting ...</li> </ul> <p>See:</p> <p>Text Features (2.1.3)<br/> Access Information (3.2.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p><b>3.2.4 b. Monitors selection and use of textual cues and organizational patterns to preview and construct meaning within and across texts (oral, print, and other media)</b></p> <p>*for example:</p> <ul style="list-style-type: none"> <li>- illustrations</li> <li>- titles</li> <li>- key words</li> <li>- labels</li> <li>- colour coded words</li> <li>- opening shots to videos</li> <li>- author's name</li> <li>- publication information</li> <li>- table of contents</li> <li>- captions</li> <li>- headings and subheadings</li> <li>- diagrams</li> <li>- hot links</li> <li>- index</li> <li>- glossary</li> <li>- dictionary guide words</li> <li>- main ideas</li> <li>- supporting details</li> <li>- explanation</li> <li>- compare and contrast</li> <li>- cause and effect</li> <li>- sequence</li> <li>- problem and solution ...</li> </ul> <p>Strategies may include</p> <ul style="list-style-type: none"> <li>- active listening</li> <li>- discussing</li> <li>- questioning</li> <li>- reading, rereading, reading on</li> <li>- viewing, reviewing</li> <li>- visualizing and verbalizing</li> <li>- examining, reexamining</li> <li>- testing, retesting</li> <li>- writing, rewriting ...</li> </ul> <p>See:</p> <p>Text Features (2.1.3)</p> |

**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.**

|  |   |
|--|---|
| <b>Grade 6 Specific Outcome 3.2.4</b><br><br><b>Use organizational patterns in texts (oral, print, and other media) to construct meaning and gather information</b>  | <b>Grade 7 Specific Outcome 3.2.4</b><br><br><b>Use strategies to understand and relate information in texts (oral, print, and other media)</b> |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>3.2.4 c. <b>Skims to gather information in oral, print, and other media texts</b></p> <p>Skims:</p> <ul style="list-style-type: none"><li>- chapter headings</li><li>- first and last paragraphs</li><li>- bold print</li><li>- subheadings and captions</li><li>- indices</li><li>- table of contents</li><li>- bibliographies</li><li>- captions</li><li>- schedules</li><li>- summaries</li><li>- prefaces ...</li></ul> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>3.2.4 c. <b>Selects and summarizes key ideas and details from texts (oral, print, and other media) related to inquiry topic</b></p> <p>Strategies may include</p> <ul style="list-style-type: none"><li>- active listening</li><li>- discussing</li><li>- questioning</li><li>- reading, rereading, reading on</li><li>- viewing, reviewing</li><li>- visualizing and verbalizing</li><li>- examining, reexamining</li><li>- testing, retesting</li><li>- writing, rewriting</li><li>- skimming</li><li>- scanning ...</li></ul> <p>May say:<br/>" 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."</p> |   |

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 (oral, print, and other media)

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

By the end of Grade 8 the student ...

3.2.4 c. Selects and summarizes key ideas and details from texts (oral, print, and other media) related to inquiry topic

Strategies may include

- active listening
- discussing
- questioning
- reading, rereading, reading on
- viewing, reviewing
- visualizing and verbalizing
- examining, reexamining
- testing, retesting
- writing, rewriting
- skimming
- scanning ...

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 (oral, print, and other media)

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

By the end of Grade 9 the student ...

3.2.4 c. Selects and summarizes key ideas and details from oral, print, and other media texts related to inquiry topic

Strategies may include

- active listening
- discussing
- questioning
- reading, rereading, reading on
- viewing, reviewing
- visualizing and verbalizing
- examining, reexamining
- testing, retesting
- writing, rewriting
- skimming
- scanning ...

May say:

"Here is the MP3 recording we made of the interview with Sam's uncle. Now we need to summarize the main things he said 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.

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 3.2.4</b></p> <p>Use organizational patterns in texts (oral, print, and other media) to construct meaning and gather information</p>   | <p><b>Grade 7 Specific Outcome 3.2.4</b></p> <p>Use strategies to understand and relate information in texts (oral, print, and other media)</p>                            |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.2.4 d. Scans to gather information in oral, print, and other media texts</p> <p>Scans:</p> <ul style="list-style-type: none"><li>- key words</li><li>- dates</li><li>- names</li><li>- numbers</li><li>- places</li><li>- phrases</li><li>- indices</li><li>- definitions</li><li>- table of contents</li><li>- bibliographies</li><li>- captions</li><li>- schedules</li><li>- summaries</li><li>- prefaces</li><li>- math problems</li><li>- precis</li><li>- charts</li><li>- graphs</li><li>- tables</li><li>- signal and transition words and phrases (in text, time)</li><li>- organizational pattern words (comparisons, contrasts, cause and effect) ...</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- highlighting</li><li>- text coding</li><li>- post-it notes</li><li>- I spy</li><li>- treasure hunts</li><li>- fast forwarding ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.2.4 . Information is on previous page(s)</p> |

## Select and Process

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### 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 (oral, print, and other media)

#### Grade 9 Specific Outcome 3.2.4

Select and monitor use of strategies to understand and relate information in texts (oral, print, and other media)

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

By the end of Grade 8 the student ...

3.2.4 . Information is on previous page(s)

#### 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 may include:

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

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

Text Features (2.1.3)

Record Information (3.3.2)

**7 Specific Outcome 3.3.1**

Organize information and ideas using a variety of strategies and techniques

**General Example(s)**

Strategies may include:

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

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

Text Features (2.1.3)

Record Information (3.3.2)

### Organize Information

#### 8 Specific Outcome 3.3.1

Organize information and ideas using a variety of strategies and techniques

##### General Example(s)

Strategies may include:

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

##### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)  
Text Features (2.1.3)  
Record Information (3.3.2)

#### 9 Specific Outcome 3.3.1

Organize information and ideas using a variety of strategies and techniques

##### General Example(s)

Strategies may include:

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

##### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)  
Text Features (2.1.3)  
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><b>Grade 6 Specific Outcome 3.3.1</b></p> <p><b>Organize information and ideas using a variety of strategies and techniques</b></p>  | <p><b>Grade 7 Specific Outcome 3.3.1</b></p> <p><b>Organize information and ideas using a variety of strategies and techniques</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>3.3.1 a. Uses graphic organizers</b></p> <p>*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones.</p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals, logs, reflection logs</li><li>- pictographs, physical graphs, line graphs, bar graphs, Y-charts</li><li>- picture maps, picture splashes, diagrams</li><li>- listen-sketch-share, sketch-a-sequence frames</li><li>- flow charts, cause-and-effect flow charts, comparison charts</li><li>- maps, sequence maps, character maps, mind maps, chapter maps</li><li>- lists, outlines, paragraphs</li><li>- Who-What-Where-When-Why-How (5 Ws + H)</li><li>- Before-During-After (BDA)</li><li>- think bubbles, think-alouds</li><li>- continuum, timelines, story maps, plot diagrams, word maps</li><li>- Venn diagrams, chains, webs, cycles, sequence circles</li><li>- Know-Want to know-Predict-Learned (KWPL)</li><li>- Plus-Minus-Interesting (PMI)</li><li>- prediction frames, concept frames, clusters, pyramids</li><li>- slim jims, dancing boxes, process notes</li><li>- information comic strips, information flip books</li><li>- self-check tools, rubrics</li><li>- anticipation guides, matrices, spread sheets, I-search</li><li>- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...</li></ul> <p>May say:</p> <p>"During our group's reading conference we talked about why the main character acted as he did. It doesn't tell exactly, so we've 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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>3.3.1 a. Chooses and uses appropriate strategies and graphic organizers to format and organize information</b></p> <p>*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones.</p> <p>*Keep in mind audience and purpose when matching the graphic organizer to the task.</p> <p>*See Specific Outcome for a list of strategies.</p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals, logs, reflection logs</li><li>- picture maps, picture splashes, diagrams</li><li>- flow charts, cause-and-effect flow charts, comparison charts</li><li>- maps, sequence maps, character maps, mind maps, chapter maps</li><li>- lists, outlines, paragraphs</li><li>- Who-What-Where-When-Why-How (5 Ws + H)</li><li>- Before-During-After (BDA)</li><li>- continuum, timelines, story maps, plot diagrams, word maps</li><li>- Venn diagrams, chains, webs, cycles, sequence circles</li><li>- Know-Want to know-Predict-Learned (KWPL)</li><li>- Plus-Minus-Interesting (PMI)</li><li>- prediction frames, concept frames, clusters, pyramids</li><li>- slim jims, dancing boxes, process notes</li><li>- self-check tools, rubrics</li><li>- anticipation guides, matrices, spread sheets, I-search</li><li>- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...</li></ul> <p>May say:</p> <p>"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."</p> |

### Organize Information

|  |  |
|--|--|
| <p><b>Grade 8 Specific Outcome 3.3.1</b></p> <p><b>Organize information and ideas using a variety of strategies and techniques</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p>3.3.1 a. <b>Explains choice of strategies and graphic organizers to format and organize information</b></p> <p>*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones.</p> <p>*Keep in mind audience and purpose when matching the graphic organizer to the task.</p> <p>*See Specific Outcome for a list of strategies.</p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"> <li>- journals, logs, reflection logs</li> <li>- picture maps, picture splashes, diagrams</li> <li>- flow charts, cause-and-effect flow charts, comparison charts</li> <li>- maps, sequence maps, character maps, mind maps, chapter maps</li> <li>- lists, outlines, paragraphs</li> <li>- Who-What-Where-When-Why-How (5 Ws + H)</li> <li>- Before-During-After (BDA)</li> <li>- continuum, timelines, story maps, plot diagrams, word maps</li> <li>- Venn diagrams, chains, webs, cycles, sequence circles</li> <li>- Know-Want to know-Predict-Learned (KWPL)</li> <li>- Plus-Minus-Interesting (PMI)</li> <li>- prediction frames, concept frames, clusters, pyramids</li> <li>- slim jims, dancing boxes, process notes</li> <li>- self-check tools, rubrics</li> <li>- anticipation guides, matrices, spread sheets, I-search</li> <li>- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...</li> </ul> <p>May say:</p> <p>"I chose to use sticky notes and highlighting to mark all the important pieces of information that I found."</p> | <p><b>Grade 9 Specific Outcome 3.3.1</b></p> <p><b>Organize information and ideas using a variety of strategies and techniques</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p>3.3.1 a. <b>Chooses and evaluates use of strategies and graphic organizers to format and organize information</b></p> <p>*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones.</p> <p>*Keep in mind audience and purpose when matching the graphic organizer to the task.</p> <p>*See Specific Outcome for a list of strategies.</p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"> <li>- journals, logs, reflection logs</li> <li>- picture maps, picture splashes, diagrams</li> <li>- flow charts, cause-and-effect flow charts, comparison charts</li> <li>- maps, sequence maps, character maps, mind maps, chapter maps</li> <li>- lists, outlines, paragraphs</li> <li>- Who-What-Where-When-Why-How (5 Ws + H)</li> <li>- Before-During-After (BDA)</li> <li>- continuum, timelines, story maps, plot diagrams, word maps</li> <li>- Venn diagrams, chains, webs, cycles, sequence circles</li> <li>- Know-Want to know-Predict-Learned (KWPL)</li> <li>- Plus-Minus-Interesting (PMI)</li> <li>- prediction frames, concept frames, clusters, pyramids</li> <li>- slim jims, dancing boxes, process notes</li> <li>- self-check tools, rubrics</li> <li>- anticipation guides, matrices, spread sheets, I-search</li> <li>- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...</li> </ul> <p>May say:</p> <p>"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."</p> |
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**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.**

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 3.3.1</b><br><b>Organize information and ideas using a variety of strategies and techniques</b>   | <b>Grade 7 Specific Outcome 3.3.1</b><br><b>Organize information and ideas using a variety of strategies and techniques</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p><b>3.3.1 b. Chooses appropriate graphic organizer for the task (audience and purpose) from a selection, and explains choice</b></p> <p>May say:<br/>"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."</p> <p><b>3.3.1 c. Explains information and ideas using the selected graphic organizer</b></p> <p>May say:<br/>"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."</p> <p><b>3.3.1 d. Chooses appropriate strategies from a selection</b></p> <p>*See Specific Outcome for list of possible strategies.</p> <p>May say:<br/>"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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p><b>3.3.1 . Information is on previous page(s)</b></p> |

## Organize, Record, and Evaluate

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### Organize Information

#### Grade 8 Specific Outcome 3.3.1

Organize information and ideas using a variety of strategies and techniques

#### Grade 9 Specific Outcome 3.3.1

Organize information and ideas using a variety of strategies and techniques

#### 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)

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**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.**

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 3.3.2</b><br><b>Make notes on a topic, combining information from more than one source; reference sources appropriately</b>   | <b>Grade 7 Specific Outcome 3.3.2</b><br><b>Record key ideas and details; cite sources appropriately</b>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>3.3.2 a. Selects and uses an appropriate method to record information</b></p> <p>May say:<br/>"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."</p> <p>See 3.3.1 for list of graphic organizers.</p> <p><b>3.3.2 b. Cites references using authors names in alphabetical order, titles, and publication dates</b></p> <p>May say:<br/>"Well, how do we write a bibliography if our information is from the Internet and we can't find the author or the date?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>3.3.2 a. Records ideas and information from one or more sources using categories with headings</b></p> <p>May say:<br/>"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."</p> <p>"When I knew I was going to get most of my information from these two websites 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."</p> <p>See 3.3.1 for list of graphic organizers.</p> <p><b>3.3.2 b. Cites sources of information using established criteria</b></p> <p>*authors, titles, publication dates ...</p> |

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## 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 using established criteria

\*authors, titles, publication dates ...

#### 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 using established criteria

\*authors, titles, publication dates ...

## General Outcome:

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

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 3.3.2</b><br/>Make notes on a topic, combining information from more than one source; reference sources appropriately</p>  | <p><b>Grade 7 Specific Outcome 3.3.2</b><br/>Record key ideas and details; cite sources appropriately</p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.3.2 c. Begins to make effective notes from a combination of source materials</p> <p>"Begins" indicates 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 this learning outcome independently.</p> <p>*by:</p> <ul style="list-style-type: none"><li>- identifying key ideas</li><li>- deleting unimportant and/or repeated information</li><li>- recording supporting ideas and examples</li><li>- questioning contradictory information ...</li></ul> <p>Note making strategies may include:</p> <ul style="list-style-type: none"><li>- webbing</li><li>- mapping</li><li>- coding</li><li>- charting</li><li>- paraphrasing</li><li>- outlining</li><li>- highlighting</li><li>- summarizing</li><li>- clustering</li><li>- synthesizing</li><li>- skimming</li><li>- scanning ...</li></ul> <p>May say:</p> <p>"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."</p> <p>"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."</p> <p>See 3.3.1 for list of graphic organizers.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.3.2 . Information is on previous page(s)</p> |

## Organize, Record, and Evaluate

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### 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 . Information is on previous page(s)

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

3.3.2 . 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 3.3.3**

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

**Specific Outcome Links**

Ask Questions (3.1.2)  
Organize Information (3.3.1)  
Record Information (3.3.2)  
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**

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

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**Evaluate Information**

**8 Specific Outcome 3.3.3**

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

**Specific Outcome Links**

Ask Questions (3.1.2)  
Organize Information (3.3.1)  
Record Information (3.3.2)  
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**

Ask Questions (3.1.2)  
Organize Information (3.3.1)  
Record Information (3.3.2)  
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.**

|   |  |
|---|--|
| <b>Grade 6 Specific Outcome 3.3.3</b><br><br><b>Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information</b>  | <b>Grade 7 Specific Outcome 3.3.3</b><br><br><b>Identify relevance, importance, and gaps in information within and across sources</b>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>3.3.3 a. Addresses information needed to complete an inquiry</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- brainstorming sessions</li><li>- think-alouds</li><li>- sharing circles</li><li>- conferences</li><li>- Think-Pair-Share (TPS)</li><li>- compare and contrast</li><li>- interviews</li><li>- Who-What-Where-When-Why-How (5W's + How)</li><li>- I wonder...?</li><li>- did you know...?</li><li>- before and after</li><li>- then and now</li><li>- Know-Want to Know-What I Learned (KWL)</li><li>- Know-Want to Know-Learned +What will I do Next? (KWL+)</li><li>- response journals</li><li>- learning logs</li><li>- trash-treasure-and-save</li><li>- peer review</li><li>- inquiry or research checklist</li><li>- inquiry chart (I chart) ...</li></ul> <p>Determining information needs may include:</p> <ul style="list-style-type: none"><li>- suggesting solutions to gaps</li><li>- locating additional information</li><li>- planning further inquiry ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>3.3.3 a. Describes information in terms of relevance to inquiry, importance of information, and currency</b></p> <p>*Keep in mind form, audience, and purpose when evaluating information.</p> <p>Determining relevant information and ideas may include:</p> <ul style="list-style-type: none"><li>- identifying the question/topic</li><li>- identifying sub-topics</li><li>- deleting unimportant information</li><li>- recording related ideas and examples</li><li>- developing guidelines to review information ...</li></ul> <p>May say:<br/>"This part is really good. It lists the key ideas, and it was published just two years ago."</p> |

**Evaluate Information**

|  |   |
|--|---|
| <p><b>Grade 8 Specific Outcome 3.3.3</b></p> <p><b>Explain relevance, importance, perspectives, and gaps in information within and across sources</b></p>  | <p><b>Grade 9 Specific Outcome 3.3.3</b></p> <p><b>Explain and compare relevance, importance, perspectives, bias of, and gaps in information within and across sources</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>3.3.3 a. Explains use of information in terms of relevance to an inquiry, importance of information, and currency</b></p> <p>*Keep in mind form, audience, and purpose when evaluating information.</p> <p>Determining relevant information and ideas may include:</p> <ul style="list-style-type: none"> <li>- identifying the question/topic</li> <li>- identifying sub-topics</li> <li>- deleting unimportant information</li> <li>- recording related ideas and examples</li> <li>- developing guidelines to review information ...</li> </ul> <p>May say:</p> <p>"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!"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>3.3.3 a. Explains and compares use of information in terms of relevance to an inquiry, importance of information, and currency</b></p> <p>*Keep in mind form, audience, and purpose when evaluating information.</p> <p>Determining relevant information and ideas may include:</p> <ul style="list-style-type: none"> <li>- identifying the question/topic</li> <li>- identifying sub-topics</li> <li>- deleting unimportant information</li> <li>- recording related ideas and examples</li> <li>- developing guidelines to review information ...</li> </ul> |

## General Outcome:

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

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 3.3.3</b></p> <p>Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information</p>   | <p><b>Grade 7 Specific Outcome 3.3.3</b></p> <p>Identify relevance, importance, and gaps in information within and across sources</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>3.3.3 b. Begins to evaluate the relevance of information and ideas using specific criteria (currency, reliability of information, and usefulness)</p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>*Keep in mind form, audience, and purpose when evaluating information.</p> <p>Determining relevant information and ideas may include:</p> <ul style="list-style-type: none"><li>- identifying the question/topic</li><li>- identifying sub-topics</li><li>- deleting unimportant information</li><li>- recording related ideas and examples</li><li>- developing guidelines to review information ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>3.3.3 b. Identifies gaps in information</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- brainstorming sessions</li><li>- think-alouds</li><li>- sharing circles</li><li>- conferences</li><li>- Think-Pair-Share (TPS)</li><li>- compare and contrast</li><li>- interviews</li><li>- Who-What-Where-When-Why-How (5W's + How)</li><li>- I wonder...?</li><li>- did you know...?</li><li>- before and after</li><li>- then and now</li><li>- Know-Want to Know-What I Learned (KWL)</li><li>- Know-Want to Know-Learned +What will I do Next? (KWL+)</li><li>- response journals</li><li>- learning logs</li><li>- trash-treasure-and-save</li><li>- peer review</li><li>- inquiry or research checklist</li><li>- inquiry chart (I chart) ...</li></ul> <p>May say:</p> <p>"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."</p> <p>" 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."</p> |

## Organize, Record, and Evaluate

### Evaluate Information

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 3.3.3</b></p> <p><b>Explain relevance, importance, perspectives, and gaps in information within and across sources</b></p>   | <p><b>Grade 9 Specific Outcome 3.3.3</b></p> <p><b>Explain and compare relevance, importance, perspectives, bias of, and gaps in information within and across sources</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>3.3.3 b. Identifies and explains gaps in information</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- brainstorming sessions</li><li>- think-alouds</li><li>- sharing circles</li><li>- conferences</li><li>- Think-Pair-Share (TPS)</li><li>- compare and contrast</li><li>- interviews</li><li>- Who-What-Where-When-Why-How (5W's + How)</li><li>- I wonder...?</li><li>- did you know...?</li><li>- before and after</li><li>- then and now</li><li>- Know-Want to Know-What I Learned (KWL)</li><li>- Know-Want to Know-Learned +What will I do Next? (KWL+)</li><li>- response journals</li><li>- learning logs</li><li>- trash-treasure-and-save</li><li>- peer review</li><li>- inquiry or research checklist</li><li>- inquiry chart (I chart) ...</li></ul> <p>May say:</p> <p>"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?"</p> <p>"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 need to provide some possible solutions, too."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>3.3.3 b. Identifies and explains gaps in information within and across sources of oral, print and other media texts</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- brainstorming sessions</li><li>- think-alouds</li><li>- sharing circles</li><li>- conferences</li><li>- Think-Pair-Share (TPS)</li><li>- compare and contrast</li><li>- interviews</li><li>- Who-What-Where-When-Why-How (5W's + How)</li><li>- I wonder...?</li><li>- did you know...?</li><li>- before and after</li><li>- then and now</li><li>- Know-Want to Know-What I Learned (KWL)</li><li>- Know-Want to Know-Learned +What will I do Next? (KWL+)</li><li>- response journals</li><li>- learning logs</li><li>- trash-treasure-and-save</li><li>- peer review</li><li>- inquiry or research checklist</li><li>- inquiry chart (I chart) ...</li></ul> <p>May say:</p> <p>"We've looked in a bunch of different places - books, a video, and 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?"</p> <p><b>3.3.3 c. Identifies and compares perspectives and biases within and across sources of oral, print and other media texts</b></p> <p>May say:</p> <p>"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."</p> |

**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.

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 3.3.3</b><br><br>Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information | <b>Grade 7 Specific Outcome 3.3.3</b><br><br>Identify relevance, importance, and gaps in information within and across sources  |
| <b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b><br><br>By the end of Grade 6 the student ...<br><br>3.3.3 . Information is on previous page(s)   | <b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b><br><br>By the end of Grade 7 the student ...<br><br>3.3.3 c. Suggests possible perspectives within sources of oral, print and other media texts<br><br>May say:<br>"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." |

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## Evaluate Information

|  |  |
|--|--|
| <p><b>Grade 8 Specific Outcome 3.3.3</b></p> <p><b>Explain relevance, importance, perspectives, and gaps in information within and across sources</b></p>  | <p><b>Grade 9 Specific Outcome 3.3.3</b></p> <p><b>Explain and compare relevance, importance, perspectives, bias of, and gaps in information within and across sources</b></p>           |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>3.3.3 c. Identifies and compares perspectives within and across sources of oral, print and other media texts</b></p> <p>May say:<br/>"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?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>3.3.3 . Information is on previous page(s)</b></p> |

**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.**

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 3.3.4</b><br><br><b>Relate gathered information to prior knowledge to reach conclusions or develop points of view; set goals for further inquiry</b>  | <b>Grade 7 Specific Outcome 3.3.4</b><br><br><b>Incorporate new information with prior knowledge, and identify next steps in inquiry</b>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>3.3.4 a. Integrates new ideas and information to develop point of view</b></p> <p>May say:<br/>"I think that an oil pipeline is an environmental issue because..."</p> <p><b>3.3.4 b. Substantiates conclusions drawn from new understandings</b></p> <p>May say:<br/>"The research I did shows that an oil pipeline is an environmental issue because..."</p> <p><b>3.3.4 c. Establishes goals for further inquiry or research process</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- sharing circles</li><li>- sentence frames</li><li>- expository talk</li><li>- Think-Pair-Share (TPS)</li><li>- checklists</li><li>- learning logs</li><li>- journals, process journals</li><li>- guided reflection</li><li>- T-charts, Y-charts</li><li>- inquiry self-checklist</li><li>- project reflection activities</li><li>- self-assessment activities</li><li>- self-evaluation tools ...</li></ul> <p>May say:<br/>"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."</p> <p>"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."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>3.3.4 a. Describes how new information impacts prior knowledge of inquiry topic</b></p> <p>May say:<br/>"My hypothesis was that...but now that I did some more research I think..."</p> <p><b>3.3.4 b. Synthesizes information from a variety of sources to explain new understandings and/or point of view about inquiry topic</b></p> <p>May say<br/>"Look at these different examples of open pit mining. You can see how each one shows different environmental problems..."</p> <p><b>3.3.4 c. Makes reasoned judgments related to new understandings supported by evidence</b></p> <p>May say:<br/>"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."</p> |

Synthesize Information

**Grade 8 Specific Outcome 3.3.4**

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

**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 insights 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."

**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 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 insights 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."

**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.**

|  |  |
|--|--|
| <b>Grade 6 Specific Outcome 3.3.4</b><br><br><b>Relate gathered information to prior knowledge to reach conclusions or develop points of view; set goals for further inquiry</b>         | <b>Grade 7 Specific Outcome 3.3.4</b><br><br><b>Incorporate new information with prior knowledge, and identify next steps in inquiry</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>3.3.4 . Information is on previous page(s)</b></p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>3.3.4 d. Generates goals for next steps in inquiry or research process</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- sharing circles</li><li>- sentence frames</li><li>- expository talk</li><li>- Think-Pair-Share (TPS)</li><li>- checklists</li><li>- learning logs</li><li>- journals, process journals</li><li>- guided reflection</li><li>- T-charts, Y-charts</li><li>- inquiry self-checklist</li><li>- project reflection activities</li><li>- self-assessment activities</li><li>- self-evaluation tools ...</li></ul> <p>May say:</p> <p>"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."</p> |

**Synthesize Information**

**Grade 8 Specific Outcome 3.3.4**

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

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

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

Suggested activities:

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

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."

**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 9 the student ...**

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

Suggested activities:

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

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."



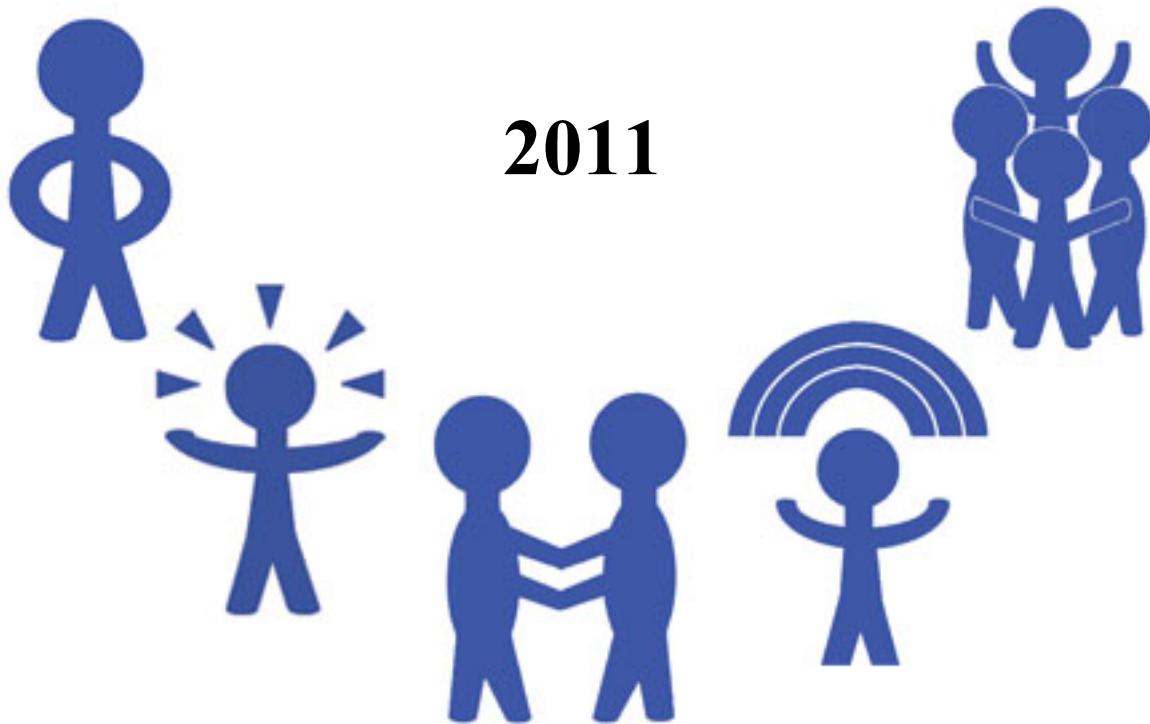
**NORTHWEST TERRITORIES**

**GRADE 6 TO GRADE 9**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**2011**



**GENERAL OUTCOME 4**

General Outcome 4



**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

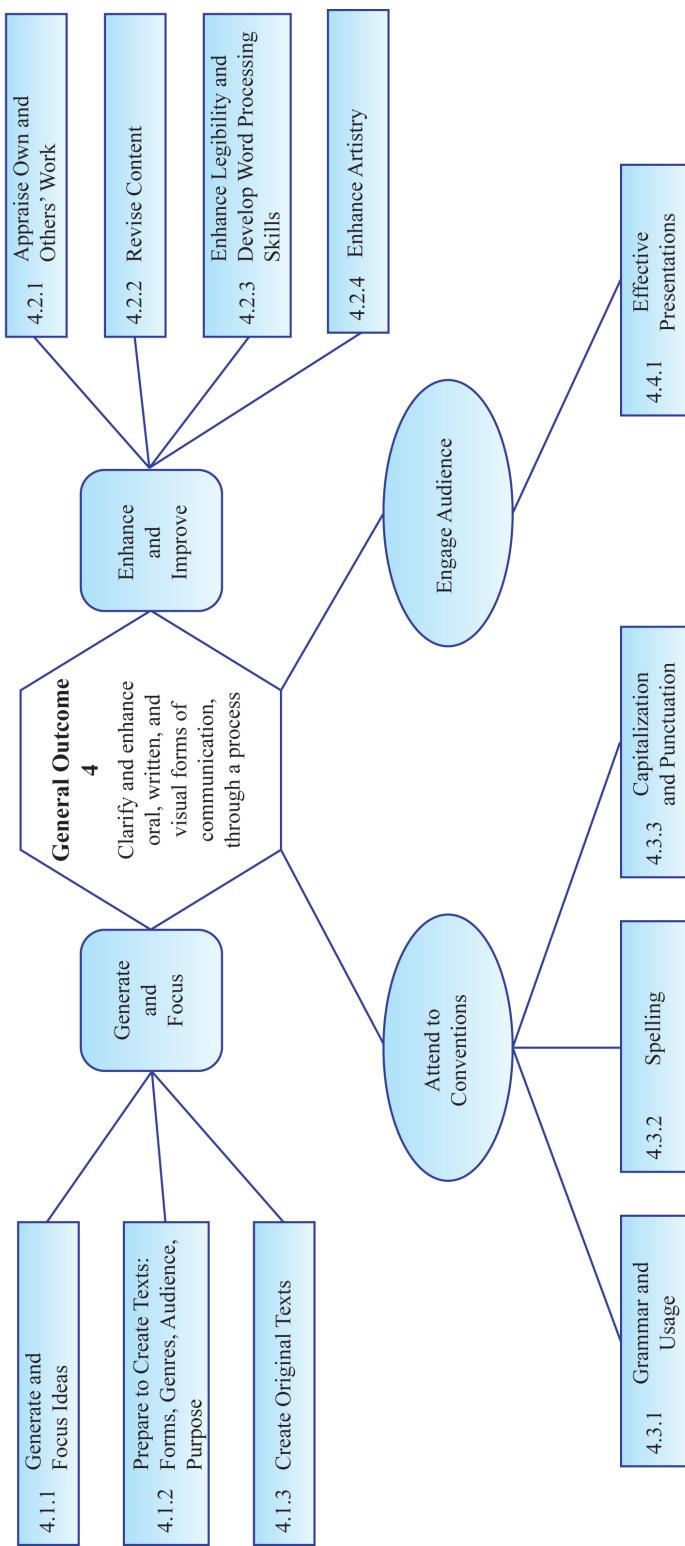
Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

## Writing process stages include: Drafting, Writing, Revising, Editing, and Publishing



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

### 6 Specific Outcome 4.1.1

Generate ideas and develop a topic using a variety of strategies

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

See Examples of Forms of Expressive Language in NWT-ELA Support Documents.

#### General Example(s)

Idea generating strategies may include:

- brainstorming, discussing
- journaling
- connecting/linking
- planning, visualizing, organizing
- painting, sculpting, illustrating
- dancing, singing
- writing
- exploring, questioning
- viewing
- conferencing
- mapping, webbing, clustering, graphing
- inquiring, observing
- processing (logs)
- summarizing, interpreting, reflecting
- note making
- comprehending, describing
- classifying, ranking, sequencing
- focussing
- concluding
- mind mapping
- assessing, evaluating
- problem solving
- hypothesizing
- analyzing
- interviewing, surveying
- inferring, synthesizing ...

#### Specific Outcome Links

- Express Ideas and Consider Others' Ideas (1.1.1)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Organize Information (3.3.1)
- Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)
- Create Original Texts (4.1.3)
- Work in Groups (5.1.1)

### 7 Specific Outcome 4.1.1

Generate ideas and develop a topic using a variety of strategies

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

See Examples of Forms of Expressive Language in NWT-ELA Support Documents.

#### General Example(s)

Idea generating strategies may include:

- brainstorming, discussing
- journaling
- connecting/linking
- planning, visualizing, organizing
- painting, sculpting, illustrating
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- mapping, webbing, clustering, graphing
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- processing (logs)
- summarizing, interpreting, reflecting
- note making
- comprehending, describing
- classifying, ranking, sequencing
- focussing
- concluding
- mind mapping
- assessing, evaluating
- problem solving
- hypothesizing
- analyzing
- interviewing, surveying
- inferring, synthesizing ...

#### Specific Outcome Links

- Express Ideas and Consider Others' Ideas (1.1.1)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Organize Information (3.3.1)
- Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)
- Create Original Texts (4.1.3)
- Work in Groups (5.1.1)

### Generate and Focus Ideas

#### 8 Specific Outcome 4.1.1

Generate ideas and develop a topic using a variety of strategies

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

See Examples of Forms of Expressive Language in NWT-ELA Support Documents.

#### General Example(s)

Idea generating strategies may include:

- brainstorming, discussing
- journaling
- connecting/linking
- planning, visualizing, organizing
- painting, sculpting, illustrating
- dancing, singing
- writing
- exploring, questioning
- viewing
- conferencing
- mapping, webbing, clustering, graphing
- inquiring, observing
- processing (logs)
- summarizing, interpreting, reflecting
- note making
- comprehending, describing
- classifying, ranking, sequencing
- focussing
- concluding
- mind mapping
- assessing, evaluating
- problem solving
- hypothesizing
- analyzing
- interviewing, surveying
- inferring, synthesizing ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Use Personal Knowledge (3.1.1)

Identify Sources of Information (3.2.1)

Organize Information (3.3.1)

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

Create Original Texts (4.1.3)

Work in Groups (5.1.1)

#### 9 Specific Outcome 4.1.1

Generate ideas and develop a topic using a variety of strategies

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

See Examples of Forms of Expressive Language in NWT-ELA Support Documents.

#### General Example(s)

Idea generating strategies may include:

- brainstorming, discussing
- journaling
- connecting/linking
- planning, visualizing, organizing
- painting, sculpting, illustrating
- dancing, singing
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- hypothesizing
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- interviewing, surveying
- inferring, synthesizing ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Use Personal Knowledge (3.1.1)

Identify Sources of Information (3.2.1)

Organize Information (3.3.1)

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

Create Original Texts (4.1.3)

Work in Groups (5.1.1)

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 4.1.1</b></p> <p><b>Generate ideas and develop a topic using a variety of strategies</b></p>   | <p><b>Grade 7 Specific Outcome 4.1.1</b></p> <p><b>Generate ideas and develop a topic using a variety of strategies</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.1.1 a. Focuses a topic by integrating multiple ideas from a variety of sources, for oral, print, and other media texts</b></p> <p>*The distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style, using appropriate strategies.</p> <p>*In developing ideas for representations, other sources of information naturally shape one's thinking.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- sharing circles</li><li>- centres</li><li>- book talks</li><li>- inquiries</li><li>- improvisations ...</li></ul> <p>May say:</p> <p>"We decided to write a letter to the City about the lack of recycling programs in Yellowknife. We have done all kinds of research already to add facts to our letter. We talked to the man that we read about in the newspaper, who is trying to get a recycling business set up with a sponsorship from the City. We researched different cities' recycling programs in the country. We read some books about it. We even talked to the people at Renewable Resources to find out about the effects on the environment if we don't do something in our city now. Then, we took pictures out at the dump and around the city to use in our letter or Powerpoint presentation if we get invited to talk to the Mayor and counsellors."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.1.1 a. Identifies possible ideas from a variety of sources using a variety of strategies</b></p> <p>*The distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style, using appropriate strategies.</p> <p>*In developing ideas for representations, other sources of information naturally shape one's thinking.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- sharing circles</li><li>- centres</li><li>- book talks</li><li>- inquiries</li><li>- improvisations ...</li></ul> <p>May say:</p> <p>"I've been reading and listening to the Elders talk about the importance of learning your own language and culture. I watched a couple of movies over the weekend about kids getting in trouble because they have no pride in who they are. I think I want to write about why we need to have Aboriginal Language and Culture classes."</p> <p><b>4.1.1 b. Chooses a focus from among ideas</b></p> <p>May say:</p> <p>"I want to write letter to the editor about the importance of learning your own language and culture. I've been listening to the Elders and I think I want to focus on how you have to be strong and proud of who you are and how you need your language to do that."</p> <p><b>4.1.1 c. Relates ideas to develop a topic for oral, print, and other media texts</b></p> <p>May say:</p> <p>"I want to write about why Aboriginal Language and Culture classes are so important. I've made a list of the key ideas I want to talk about. I want to make sure that they all fit together before I start."</p> |

### Generate and Focus Ideas

#### **Grade 8 Specific Outcome 4.1.1**

**Generate ideas and develop a topic using a variety of strategies**

#### **Learning Outcomes &**

#### **Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

**4.1.1 a. Identifies and compares possible ideas from a variety of sources using a variety of strategies**

\*The distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style, using appropriate strategies.

\*In developing ideas for representations, other sources of information naturally shape one's thinking.

May say:

"We started talking about Dene talents last week. I'd like to use something from that for my Historica project, but I'm not sure which one to pick. When Jonas talked about drumming I thought that would be good, but then I talked to my grandma about making dry meat. I'm already good at that, so it would be easier. And then we just found out we're going to go to Ontario to learn how to make birch bark canoes this spring. There are so many ideas that I'm having a hard time deciding..."

**4.1.1 b. Explains choice of focus from among ideas**

May say:

"I decided to do my Historica project on making dry meat. I can already do that part, but I'm going to get my grandma to teach me how to make a traditional drying rack, so I'm expanding my talent."

**4.1.1 c. Synthesizes ideas to develop a topic for oral, print, and other media texts**

May say:

"Now I know what I'm going to do for my project. I'm going to get my grandma to teach me how to make the drying rack, then I will make the dry meat using it. We'll take pictures and record the process as we go. Then we can use the presentation to teach others how to do it."

#### **Grade 9 Specific Outcome 4.1.1**

**Generate ideas and develop a topic using a variety of strategies**

#### **Learning Outcomes &**

#### **Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

**4.1.1 a. Compares and evaluates possible ideas from a variety of sources using a variety of strategies**

\*The distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style, using appropriate strategies.

\*In developing ideas for representations, other sources of information naturally shape one's thinking.

May say:

"I thought about the issues at our school, talked to other students, and talked to the principal. I made a list of the things I could focus on in my election speech for student council. Some seem more important than others, but there are some things that I think would help me get elected if I talked about them. I need to find the right two or three to focus on."

**4.1.1 b. Explains choice of focus from among ideas**

May say:

"I have decided to focus on three key points in my election speech. First... Then... And at the end... I think the first two are really important to our school, and I think the students will really like the last one, so they'll vote for me!"

**4.1.1 c. Synthesizes ideas to develop a topic for oral, print, and other media texts**

May say:

"I am going to get a couple of key messages for my election posters. I need to make up a couple of good slogans so that people will remember what I stand for."

## **General Outcome:**

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

### **6 Specific Outcome 4.1.2**

**Use appropriate form (organizational structure, audience, purpose) to organize ideas and information**

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

#### **General Example(s)**

See Examples of Forms of Expressive Language in NWT ELA Support Documents.

#### **Specific Outcome Links**

Express Preferences (1.1.2)

Text Features (2.1.3)

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Create Original Texts (4.1.3)

### **7 Specific Outcome 4.1.2**

**Use appropriate form and genre to organize ideas and information for a particular audience and purpose**

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

#### **General Example(s)**

See Examples of Forms of Expressive Language in NWT ELA Support Documents.

#### **Specific Outcome Links**

Express Preferences (1.1.2)

Text Features (2.1.3)

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Create Original Texts (4.1.3)

**Prepare to Create Texts: Forms, Genres, Audience, Purpose****8 Specific Outcome 4.1.2**

**Use appropriate form and genre to organize ideas and information for a particular audience and purpose**

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

**General Example(s)**

See Examples of Forms of Expressive Language in NWT ELA Support Documents.

**Specific Outcome Links**

Express Preferences (1.1.2)

Text Features (2.1.3)

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Create Original Texts (4.1.3)

**9 Specific Outcome 4.1.2**

**Use appropriate form and genre to organize ideas and information for a particular audience and purpose**

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

**General Example(s)**

See Examples of Forms of Expressive Language in NWT ELA Support Documents.

**Specific Outcome Links**

Express Preferences (1.1.2)

Text Features (2.1.3)

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Create Original Texts (4.1.3)

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 4.1.2</b></p> <p>Use appropriate form (organizational structure, audience, purpose) to organize ideas and information</p>   | <p><b>Grade 7 Specific Outcome 4.1.2</b></p> <p>Use appropriate form and genre to organize ideas and information for a particular audience and purpose</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>4.1.2 a. Begins to adapt forms appropriate for a variety of audiences and purposes, to create oral, print, and other media texts</p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones.</p> <p>*Keep in mind that audience and purpose determine form.</p> <p>May say:<br/>"We used our concept overviews of the mystery novel and the adventure novel. Then we decided what our short story had to have in it. We thought that because it is a mystery, it needed a crime, some clues, a solution, some excitement, and a main character that solves the crime at the end. After that, we made a story board. Now we are thinking about beginning the writing of the short story."</p> <p>4.1.2 b. Identifies an audience and sets a purpose when creating oral, print, and other media texts, with guidance</p> <p>May say:<br/>"Our group is preparing a critique of the play we all went to yesterday. It has to be in essay format because our class is responsible for the school newspaper this month. We are struggling with audience though, because the paper is read by grade 5 to 12 students and adults too. What can we do to deal with that?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>4.1.2 a. Chooses among possible forms and genres when preparing to create oral, print and other media texts</p> <p>*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones.</p> <p>*Keep in mind that audience and purpose determine form.</p> <p>May say:<br/>"I am trying to decide how I want to share my learning from my research. I think I might do a slide show and write a script to go with it. Either that or I'll print the pictures and write captions and put it together like a scrapbook."</p> <p>"I want to write about seeing Virginia Falls for the first time, but I can't decide if I want to do it as a poem or a memoir."</p> <p>4.1.2 b. Identifies possible audience and sets a purpose when preparing to create a variety of oral, print, and other media texts</p> <p>*Keep in mind that audience and purpose determine form.</p> <p>May say:<br/>"We want to share what we learned about how driving the quads along the river bank is making the banks erode. We need to tell the young people but also parents. Do we need two different things, or can we create one thing that will work for everyone?"</p> |

Prepare to Create Texts: Forms, Genres, Audience, Purpose

**Grade 8 Specific Outcome 4.1.2**

Use appropriate form and genre to organize ideas and information for a particular audience and purpose

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

By the end of Grade 8 the student ...

4.1.2 a. **Explains choice of form(s) and genre(s) when preparing to create oral, print, and other media texts**

\*Keep in mind that audience and purpose determine form.

May say:

"We decided to use a timeline to explain the cultural changes in the community over the last 75 years. We thought it would make it a more visual way to see the passage of time."

4.1.2 b. **Relates decisions about form and organizational structures, to audience and purpose when preparing to create oral, print, and other media texts**

\*Keep in mind that audience and purpose determine form.

May say:

"We wanted everybody to be able to understand what we were saying, since this was going in the library, so we used lots of pictures and graphics to help some of the Elders who don't read English very well."

4.1.2 c. **Explains choice of organizational structures needed to create oral, print, and other media texts**

May say:

"We're going to use pictures to represent the key changes, like arrival of the Church. Then we'll add captions, and then a list of changes that happened in the community as a result of that key change."

**Grade 9 Specific Outcome 4.1.2**

Use appropriate form and genre to organize ideas and information for a particular audience and purpose

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

By the end of Grade 9 the student ...

4.1.2 a. **Evaluates choice of form(s) and genre(s) when preparing to create oral, print, and other media texts**

\*Keep in mind that audience and purpose determine form.

May say:

"We want to share what we learned at Winter Camp this year. We have it narrowed down to a photo essay, a video, or a play. We have lots of pictures for a photo essay, but we aren't sure if we will be able to get all the information we have into captions. We don't have a lot of video from the camp, but we could create a montage of pictures and then do video interviews around the different skills we learned and our reflections... I think we have to pick the one that will let us share the information in the best way."

4.1.2 b. **Evaluates decisions about form and organizational structures, with audience and purpose in mind, when preparing to create oral, print, and other media texts**

\*Keep in mind that audience and purpose determine form.

May say:

"Let's make sure now that our script is suitable for the elementary school. They need to be able to follow what we're doing, see the examples and understand what we're saying. It also has to move fairly quickly so they don't get restless."

4.1.2 c. **Evaluates choice of organizational structures needed to create oral, print, and other media texts**

May say:

"We decided to go with a video so now we need to decide if we want to use the photographs to set the mood or to put them together into smaller 'how-to' sections and do voice-overs... Should it be one long story or a bunch of shorter ones? We don't want to have just talking and no action in the video because that would be boring."

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.1.2</b></p> <p><b>Use appropriate form (organizational structure, audience, purpose) to organize ideas and information</b></p>  | <p><b>Grade 7 Specific Outcome 4.1.2</b></p> <p><b>Use appropriate form and genre to organize ideas and information for a particular audience and purpose</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.1.2 c. Applies understanding of organizational structures when creating a variety of oral, print, and other media texts</b></p> <p>*Organizational structures include:<br/>- beginning-middle-end (sequence)<br/>- logical order<br/>- description (main idea and supporting details)<br/>- compare and contrast<br/>- cause and effect</p> <p>*May use graphic organizers (visual displays of ideas and information). See 3.3.1 for a list of graphic organizers.</p> <p>Suggested activities:<br/>- conversations<br/>- book talks, class books, predictable books<br/>- think-pair-sketch<br/>- class-created books<br/>- shared writing, journals<br/>- paintings<br/>- data collections<br/>- picture splashes, photo albums<br/>- sentence strips, word cards<br/>- poems, songs, chants<br/>- pattern books, stories, rebus stories, cartoons<br/>- directions, recipes<br/>- timelines, life cycles<br/>- story vines, story boards, sentence frames<br/>- information pyramids, templates ..</p> <p>May say:<br/>"We used our report on smoking to write our key point cards for our debate. We also included a Powerpoint of our facts to persuade the audience."</p> <p>See:<br/>Combine Ideas and Develop Understanding (1.2.1)<br/>Text Features (2.1.3)<br/>Organize Information (3.3.1)<br/>Create Original Texts (4.1.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.1.2 c. Identifies organizational structures needed to create oral, print, and other media texts</b></p> <p>*May use graphic organizers (visual displays of ideas and information). See 3.3.1 for a list of graphic organizers.</p> <p>Suggested activities:<br/>- conversations<br/>- book talks, class books, predictable books<br/>- think-pair-sketch<br/>- class-created books<br/>- shared writing, journals<br/>- making wordless picture books<br/>- paintings<br/>- data collections<br/>- picture splashes, photo albums<br/>- sentence strips, word cards<br/>- poems, songs, chants<br/>- pattern books, stories, rebus stories, cartoons<br/>- directions, recipes<br/>- timelines, life cycles<br/>- story vines, story boards, sentence frames<br/>- information pyramids, templates ..</p> <p>May say:<br/>"If we're going to make this book for the primary class, we need to make sure that the pictures are clear and that we only use a few words on each page."</p> <p>"This letter is going to the government, so let's make sure we have the complete sending and return address and all the other parts."</p> <p>"This story has no resolution - you need to tie up the loose ends and make sure that the audience is satisfied."</p> <p>See:<br/>Combine Ideas and Develop Understanding (1.2.1)<br/>Text Features (2.1.3)<br/>Organize Information (3.3.1)<br/>Create Original Texts (4.1.3)</p> |

**Prepare to Create Texts: Forms, Genres, Audience, Purpose**

**Grade 8 Specific Outcome 4.1.2**

Use appropriate form and genre to organize ideas and information for a particular audience and purpose

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

4.1.2 d. Adapts ideas and information, form, and organizational structures, for purpose and audience when preparing to create a variety of oral, print, and other media texts

\*Keep in mind that audience and purpose determine form.

May say:

"I wonder if we could add a translation beside the list of effects of the key changes. Or maybe we could do an audio recording to go with it. That would help people who are not good readers in English."

**Grade 9 Specific Outcome 4.1.2**

Use appropriate form and genre to organize ideas and information for a particular audience and purpose

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

4.1.2 d. Adapts ideas and information, form, organizational structures, purpose and audience when preparing to create a variety of oral, print, and other media texts

\*Keep in mind that audience and purpose determine form.

May say:

"We each did a separate section of the video, but then we realized that it didn't flow very well because we all used different camera and editing techniques, so now we need to find a way to tie all the sections together. We're going to see if we can record the drummers, and use that music to pull the video together."

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 4.1.2</b></p> <p>Use appropriate form (organizational structure, audience, purpose) to organize ideas and information</p>  | <p><b>Grade 7 Specific Outcome 4.1.2</b></p> <p>Use appropriate form and genre to organize ideas and information for a particular audience and purpose</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>4.1.2 d. <b>Organizes and reorganizes the same information and ideas in a variety of forms and genres of texts (oral, print and other media)</b></p> <p>*Guided practice may be required for newly introduced forms and genres; individual or group independence may be expected with familiar ones.</p> <p>May say:<br/>"We can make our own point by writing it in a letter or we can create a power point and present it at the next meeting."</p> <p>4.1.2 e. <b>Develops topic, concluding, and supporting sentences in paragraphs</b></p> <p>May use specific graphic organizers that support paragraphing (main idea, supporting detail).</p> <p>See 3.3.1 for a list of graphic organizers.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>4.1.2 d. <b>Adapts ideas and information, form, and organizational structures, for purpose and audience when preparing to create a variety of oral, print, and other media texts</b></p> <p>*Keep in mind that audience and purpose determine form.</p> <p>May say:<br/>"Let's make a poster that shows pictures of the quads on one side and the river bank erosion on the other, with big 'equals signs' in between. That will work for our big audience. Then let's make pamphlets that give more information. We can have really simple ones for the younger kids and ones with more scientific information for the high school students."</p> |

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**Prepare to Create Texts: Forms, Genres, Audience, Purpose**

**Grade 8 Specific Outcome 4.1.2**

Use appropriate form and genre to organize ideas and information for a particular audience and purpose

**Grade 9 Specific Outcome 4.1.2**

Use appropriate form and genre to organize ideas and information for a particular audience and purpose

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

4.1.2 . Information is on previous page(s)

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

4.1.2 . Information is on previous page(s)

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

### 6 Specific Outcome 4.1.3

#### Create original texts (oral, print, and other media)

\*Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones.

\*Reading & writing processes overlap and differ. Reading & writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

\*Oral presentation process stages include:

- planning
- rehearsing
- revising
- presenting

\*Representation (fine arts, etc.) process stages include:

- planning
- developing
- revising
- presenting

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Elements of Texts (2.3.2)

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

### 7 Specific Outcome 4.1.3

#### Demonstrate understanding of elements of texts when creating oral, print, and other media texts

\*Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones.

\*Reading & writing processes overlap and differ. Reading & writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

\*Oral presentation process stages include:

- planning
- rehearsing
- revising
- presenting

\*Representation (fine arts, etc.) process stages include:

- planning
- developing
- revising
- presenting

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Elements of Texts (2.3.2)

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

**Create Original Texts****8 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

\*Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones.

\*Reading & writing processes overlap and differ. Reading & writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

\*Oral presentation process stages include:

- planning
- rehearsing
- revising
- presenting

\*Representation (fine arts, etc.) process stages include:

- planning
- developing
- revising
- presenting

**Specific Outcome Links**

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Elements of Texts (2.3.2)

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

**9 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

\*Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones.

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing.

\*Oral presentation process stages include: planning, rehearsing, revising, and presenting.

\*Representation (fine arts, etc.) process stages include: planning, developing, revising, and presenting.

**Specific Outcome Links**

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Elements of Texts (2.3.2)

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

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 4.1.3</b></p> <p><b>Create original texts (oral, print, and other media)</b></p>  | <p><b>Grade 7 Specific Outcome 4.1.3</b></p> <p><b>Demonstrate understanding of elements of texts when creating oral, print, and other media texts</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>4.1.3 a. <b>Creates original narrative texts (oral, print, and other media), applying familiar narrative forms</b></p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- pictures</li><li>- illustrations</li><li>- sculptures</li><li>- dances</li><li>- video representations</li><li>- audio representations</li><li>- oral tellings</li><li>- dramatizations</li><li>- improvisations</li><li>- picture storybooks</li><li>- journals</li><li>- stories (adventures, fantasies, mysteries, fiction, autobiographies, biographies ...)</li><li>- serialized stories</li><li>- fairy tales</li><li>- comic strips, cartoon strips</li><li>- scripts/dramas (plays, puppet plays, radio plays, television programs ...)</li><li>- tableaux</li><li>- fables, legends, folk tales, tall tales, traditional stories</li><li>- slide shows (Powerpoint representations)</li><li>- riddles, jokes</li><li>- cliff-hangers ...</li></ul> <p>See Elements of Texts (2.3.2)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>4.1.3 a. <b>Creates original narrative texts (oral, print, and other media), applying familiar narrative forms</b></p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- pictures</li><li>- illustrations</li><li>- sculptures</li><li>- dances</li><li>- video representations</li><li>- audio representations</li><li>- oral tellings</li><li>- dramatizations</li><li>- improvisations</li><li>- picture storybooks</li><li>- journals</li><li>- stories (adventures, fantasies, mysteries, fiction, autobiographies, biographies ...)</li><li>- serialized stories</li><li>- fairy tales</li><li>- comic strips, cartoon strips</li><li>- scripts/dramas (plays, puppet plays, radio plays, television programs ...)</li><li>- tableaux</li><li>- fables, legends, folk tales, tall tales, traditional stories</li><li>- slide shows (Powerpoint representations)</li><li>- riddles, jokes</li><li>- cliff-hangers</li><li>- memoirs</li><li>- chapter books ...</li></ul> <p>See Elements of Texts (2.3.2)</p> |

Create Original Texts

**Grade 8 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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

**By the end of Grade 8 the student ...**

4.1.3 a. **Creates original narrative texts (oral, print, and other media), applying familiar narrative forms**

\*See Experience Various Texts (2.2.1).

\*The writer creates forms that **are not parallel to** those he/she reads.

Examples may include:

- pictures
- illustrations
- sculptures
- dances
- video representations
- audio representations
- oral tellings
- dramatizations
- improvisations
- picture storybooks
- journals
- stories (adventures, fantasies, mysteries, fiction, autobiographies, biographies ...)
- serialized stories
- fairy tales
- comic strips, cartoon strips
- scripts/dramas (plays, puppet plays, radio plays, television programs ...)
- tableaux
- fables, legends, folk tales, tall tales, traditional stories
- slide shows (Powerpoint representations)
- riddles, jokes
- cliff-hangers
- memoirs
- chapter books
- sequels ...

See Elements of Texts (2.3.2)

**Grade 9 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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

**By the end of Grade 9 the student ...**

4.1.3 a. **Creates original narrative texts (oral, print, and other media) applying familiar narrative forms**

\*See Experience Various Texts (2.2.1).

\*The writer creates forms that **are not parallel to** those he/she reads.

Examples may include:

- pictures
- illustrations
- sculptures
- dances
- video representations
- audio representations
- oral tellings
- dramatizations
- improvisations
- picture storybooks
- journals
- stories (adventures, fantasies, mysteries, fiction, autobiographies, biographies ...)
- serialized stories
- fairy tales
- comic strips, cartoon strips
- scripts/dramas (plays, puppet plays, radio plays, television programs ...)
- tableaux
- fables, legends, folk tales, tall tales, traditional stories, myths
- slide shows (Powerpoint representations)
- riddles, jokes
- cliff-hangers
- memoirs
- chapter books
- sequels
- prologues, epilogues ...

See Elements of Texts (2.3.2)

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.1.3</b></p> <p><b>Create original texts (oral, print, and other media)</b></p>  | <p><b>Grade 7 Specific Outcome 4.1.3</b></p> <p><b>Demonstrate understanding of elements of texts when creating oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.1.3 b. Applies understanding of elements of narrative texts when creating oral, print, and other media texts</b></p> <p>*Elements of narrative texts typical in grade six include:<br/>- beginning-middle-end<br/>- rising action or events<br/>- cause and effect (problem and solution)<br/>- characters (main and minor)<br/>- setting (time and place)<br/>- resolution<br/>- background information</p> <p>*The writer uses elements that <b>are not parallel to</b> those he/she reads.</p> <p>See Elements of Texts (2.3.2)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.1.3 b. Applies understanding of elements of narrative texts when creating oral, print, and other media texts</b></p> <p>*Elements of narrative texts typical in grade seven include:<br/>- beginning-middle-end<br/>- rising action or events<br/>- climax<br/>- cause and effect (problem and solution)<br/>- characters (main and minor)<br/>- setting (time and place)<br/>- resolution<br/>- background information</p> <p>*The writer uses elements that <b>are not parallel to</b> those he/she reads.</p> <p>See Elements of Texts (2.3.2)</p> |

Create Original Texts

**Grade 8 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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

**By the end of Grade 8 the student ...**

**4.1.3 b. Applies understanding of elements of narrative texts when creating oral, print, and other media texts**

\*Elements of narrative texts typical in grade eight include:

- beginning-middle-end
- rising action or events
- climax
- cause and effect (problem and solution)
- characters (main and minor)
- setting (time and place)
- resolution
- background information

\*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

**Grade 9 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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

**By the end of Grade 9 the student ...**

**4.1.3 b. Applies understanding of elements of narrative texts when creating oral, print, and other media texts**

\*Elements of narrative texts typical in grade nine include:

- beginning-middle-end
- rising action or events
- climax
- cause and effect (problem and solution)
- characters (main and minor)
- setting (time and place)
- resolution
- background information
- theme

\*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 4.1.3</b></p> <p><b>Create original texts (oral, print, and other media)</b></p>   | <p><b>Grade 7 Specific Outcome 4.1.3</b></p> <p><b>Demonstrate understanding of elements of texts when creating oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.1.3 c. Creates original expository texts (oral, print, and other media), applying familiar expository forms</b></p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- props (airline tickets, menus, appointment cards, prescriptions ...)</li><li>- instructions/directions (games, maps, centres, task cards, assignments, recipes ...)</li><li>- telephone book entries</li><li>- learning logs, responses, summaries</li><li>- calendars, timelines</li><li>- dictionaries</li><li>- thank you notes, invitations, notes, cards, envelopes</li><li>- letters (to pen pals, characters, familiar people in school and community ...)</li><li>- letters of request or information</li><li>- descriptions, observations</li><li>- graphs, diagrams, posters, charts</li><li>- reports, research reports, science experiments</li><li>- nonfiction books</li><li>- advertisements commercials, classified ads</li><li>- schedules, itineraries, agendas</li><li>- cookbooks</li><li>- tips (for bicycle, bus, fire, water safety ...)</li><li>- brochures, travel guides</li><li>- surveys, interviews, questionnaires</li><li>- slide shows (Powerpoint representations)</li><li>- movies reviews</li><li>- histories</li><li>- prologues</li><li>- news and weather reports</li><li>- autobiographies, speeches</li><li>- riddles, jokes</li><li>- book reviews (summaries, sketches, cartoons, role plays, conversations, sculptures, dioramas, character mobiles, book jackets, improvisations , critical response ...) ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.1.3 c. Creates original expository texts (oral, print, and other media), applying familiar expository forms</b></p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- props (airline tickets, menus, appointment cards, prescriptions ...)</li><li>- instructions/directions (games, maps, centres, task cards, assignments, recipes ...)</li><li>- telephone book entries</li><li>- learning logs, responses, summaries</li><li>- calendars, timelines</li><li>- dictionaries</li><li>- thank you notes, invitations, notes, cards, envelopes</li><li>- letters (to pen pals, characters, familiar people in school and community ...)</li><li>- letters of request or information</li><li>- descriptions, observations</li><li>- graphs, diagrams, posters, charts</li><li>- reports, research reports, science experiments</li><li>- nonfiction books</li><li>- advertisements commercials, classified ads</li><li>- schedules, itineraries, agendas</li><li>- cookbooks</li><li>- tips (for bicycle, bus, fire, water safety ...)</li><li>- brochures, travel guides</li><li>- surveys, interviews, questionnaires</li><li>- slide shows (Powerpoint representations)</li><li>- movies reviews</li><li>- histories</li><li>- prologues</li><li>- news and weather reports</li><li>- autobiographies, speeches</li><li>- riddles, jokes</li><li>- book reviews (summaries, sketches, cartoons, role plays, conversations, sculptures, dioramas, character mobiles, book jackets, improvisations , critical response ...) ...</li></ul> |

### Create Original Texts

#### **Grade 8 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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

**By the end of Grade 8 the student ...**

**4.1.3 c. Creates original expository texts (oral, print, and other media), applying familiar expository forms**

\*See Experience Various Texts (2.2.1).

\*The writer creates forms that **are not parallel to** those he/she reads.

Examples may include:

- props (airline tickets, menus, appointment cards, prescriptions ...)
- instructions/directions (games, maps, centres, task cards, assignments, recipes ...)
- telephone book entries
- learning logs, responses, summaries
- calendars, timelines
- dictionaries
- thank you notes, invitations, notes, cards, envelopes
- letters (to pen pals, characters, familiar people in school and community ...)
- letters of request or information
- descriptions, observations
- graphs, diagrams, posters, charts
- reports, research reports, science experiments
- nonfiction books
- advertisements commercials, classified ads
- schedules, itineraries, agendas
- cookbooks
- tips (for bicycle, bus, fire, water safety ...)
- brochures, travel guides
- surveys, interviews, questionnaires
- slide shows (Powerpoint representations)
- movies reviews
- histories
- prologues
- news and weather reports
- autobiographies, speeches
- riddles, jokes
- book reviews (summaries, sketches, cartoons, role plays, conversations, sculptures, dioramas, character mobiles, book jackets, improvisations , critical response ...) ...

#### **Grade 9 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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

**By the end of Grade 9 the student ...**

**4.1.3 c. Creates original expository texts (oral, print, and other media), applying familiar expository forms**

\*See Experience Various Texts (2.2.1).

\*The writer creates forms that **are not parallel to** those he/she reads.

Examples may include:

- props (airline tickets, menus, appointment cards, prescriptions ...)
- instructions/directions (games, maps, centres, task cards, assignments, recipes ...)
- telephone book entries
- learning logs, responses, summaries
- calendars, timelines
- dictionaries
- thank you notes, invitations, notes, cards, envelopes
- letters (to pen pals, characters, familiar people in school and community ...)
- letters of request or information
- descriptions, observations
- graphs, diagrams, posters, charts
- reports, research reports, science experiments
- nonfiction books
- advertisements commercials, classified ads
- schedules, itineraries, agendas
- cookbooks
- tips (for bicycle, bus, fire, water safety ...)
- brochures, travel guides
- surveys, interviews, questionnaires
- slide shows (Powerpoint representations)
- movies reviews
- histories
- prologues
- news and weather reports
- autobiographies, speeches
- riddles, jokes
- book reviews (summaries, sketches, cartoons, role plays, conversations, sculptures, dioramas, character mobiles, book jackets, improvisations , critical response ...) ...

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.1.3</b></p> <p><b>Create original texts (oral, print, and other media)</b></p>  | <p><b>Grade 7 Specific Outcome 4.1.3</b></p> <p><b>Demonstrate understanding of elements of texts when creating oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.1.3 d. Applies understanding of elements of expository texts when creating oral, print, and other media texts</b></p> <p>*Elements of expository texts typical in grade six include:</p> <ul style="list-style-type: none"><li>- title</li><li>- headings</li><li>- content (topic and related information and details; paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)</li><li>- logical organization (sequential, categorical, descriptive, comparison-contrast, problem-solution)</li><li>- graphics (charts, maps, diagrams)</li><li>- illustrations and captions</li><li>- publication information</li><li>- conclusion</li></ul> <p>*The writer uses elements that <b>are not parallel to</b> those he/she reads.</p> <p>See Elements of Texts (2.3.2)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.1.3 d. Applies understanding of elements of expository texts when creating oral, print, and other media texts</b></p> <p>*Elements of expository texts typical in grade seven include:</p> <ul style="list-style-type: none"><li>- title</li><li>- headings and subheadings</li><li>- content (topic and related information and details; paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)</li><li>- logical organization (sequential, categorical, descriptive, comparison-contrast, problem-solution)</li><li>- graphics (charts, maps, diagrams)</li><li>- illustrations and captions</li><li>- conclusion</li><li>- publication information</li><li>- perspectives</li></ul> <p>*The writer uses elements that <b>are not parallel to</b> those he/she reads.</p> <p>See Elements of Texts (2.3.2)</p> |

Create Original Texts

**Grade 8 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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

**By the end of Grade 8 the student ...**

**4.1.3 d. Applies understanding of elements of expository texts when creating oral, print, and other media texts**

\*Elements of expository texts typical in grade eight include:

- title
- headings and subheadings
- content (topic and related information and details; paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)
- logical organization (sequential, categorical, descriptive, comparison-contrast, problem-solution)
- graphics (charts, maps, diagrams)
- illustrations and captions
- conclusion
- publication information
- perspectives

\*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

**Grade 9 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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

**By the end of Grade 9 the student ...**

**4.1.3 d. Applies understanding of elements of expository texts when creating oral, print, and other media texts**

\*Elements of expository texts typical in grade nine include:

- title
- headings and subheadings
- content (topic and related information and details; paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)
- logical organization (sequential, categorical, descriptive, comparison-contrast, problem-solution)
- graphics (charts, maps, diagrams)
- illustrations and captions
- conclusion
- publication information
- perspectives
- point of view

\*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 4.1.3</b><br/><b>Create original texts (oral, print, and other media)</b></p>  | <p><b>Grade 7 Specific Outcome 4.1.3</b><br/><b>Demonstrate understanding of elements of texts when creating oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>4.1.3 e. <b>Creates original poetic texts (oral, print, and other media), applying familiar poetic forms</b></p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- visual representations</li><li>- comparisons (similes)</li><li>- couplets</li><li>- readers' theatre</li><li>- diamantes</li><li>- spoonerisms</li><li>- free verse</li><li>- puns</li><li>- epitaphs</li><li>- lyrics ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>4.1.3 e. <b>Creates original poetic texts (oral, print, and other media), applying familiar poetic forms</b></p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- visual representations</li><li>- comparisons (similes)</li><li>- readers' theatre</li><li>- diamantes</li><li>- spoonerisms</li><li>- free verse</li><li>- puns</li><li>- epitaphs</li><li>- lyrics</li><li>- limericks</li><li>- haiku ...</li></ul> |

Create Original Texts

**Grade 8 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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

**By the end of Grade 8 the student ...**

4.1.3 e. **Creates original poetic texts (oral, print, and other media), applying familiar poetic forms**

\*See Experience Various Texts (2.2.1).

\*The writer creates forms that **are not parallel to** those he/she reads.

Examples may include:

- readers' theatre
- diamantes
- spoonerisms
- free verse
- puns
- epitaphs
- lyrics
- limericks
- haiku
- ballads ...

**Grade 9 Specific Outcome 4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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

**By the end of Grade 9 the student ...**

4.1.3 e. **Creates original poetic texts (oral, print, and other media), applying familiar poetic forms**

\*See Experience Various Texts (2.2.1).

\*The writer creates forms that **are not parallel to** those he/she reads.

Examples may include:

- readers' theatre
- diamantes
- spoonerisms
- free verse
- puns
- epitaphs
- lyrics
- limericks
- haiku
- ballads
- odes ...

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 4.1.3</b></p> <p><b>Create original texts (oral, print, and other media)</b></p>   | <p><b>Grade 7 Specific Outcome 4.1.3</b></p> <p><b>Demonstrate understanding of elements of texts when creating oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p><b>4.1.3 f. Applies understanding of elements of poetic texts when creating oral, print, and other media texts</b></p> <p>*Elements of poetic texts typical in grade six include:<br/>- description (senses)<br/>- rhyme<br/>- repetition<br/>- similes<br/>- alliteration<br/>- line breaks<br/>- white space</p> <p>*The writer uses elements that <b>are not parallel to</b> those he/she reads.</p> <p>See Elements of Texts (2.3.2)</p> <p><b>4.1.3 g. Creates texts using a computer</b></p> <p>*narrative, expository, poetic (see previous outcomes)</p> <p>See Enhance Legibility and Develop Word Processing Skills (4.2.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p><b>4.1.3 f. Applies understanding of elements of poetic texts when creating oral, print, and other media texts</b></p> <p>*Elements of poetic texts typical in grade seven include:<br/>- description (senses)<br/>- rhyme<br/>- repetition<br/>- similes<br/>- alliteration<br/>- line breaks<br/>- white space<br/>- personification<br/>- imagery</p> <p>*The writer uses elements that <b>are not parallel to</b> those he/she reads.</p> <p>See Elements of Texts (2.3.2)</p> <p><b>4.1.3 g. Creates texts using a computer</b></p> <p>*narrative, expository, poetic (see previous outcomes)</p> <p>See Enhance Legibility and Develop Word Processing Skills (4.2.3)</p> |

## Generate and Focus

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### Create Original Texts

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#### Grade 8 Specific Outcome 4.1.3

Demonstrate understanding of elements of texts when creating oral, print, and other media texts

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

By the end of Grade 8 the student ...

**4.1.3 f. Applies understanding of elements of poetic texts when creating oral, print, and other media texts**

\*Elements of poetic texts typical in grade eight include:

- description (senses)
- rhyme
- repetition
- similes
- alliteration
- line breaks
- white space
- personification
- imagery

\*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

**4.1.3 g. Creates texts using a computer**

\*narrative, expository, poetic (see previous outcomes)

See Enhance Legibility and Develop Word Processing Skills (4.2.3)

#### Grade 9 Specific Outcome 4.1.3

Demonstrate understanding of elements of texts when creating oral, print, and other media texts

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

By the end of Grade 9 the student ...

**4.1.3 f. Applies understanding of elements of poetic texts when creating oral, print, and other media texts**

\*Elements of poetic texts typical in grade nine include:

- description (senses)
- rhyme
- repetition
- similes
- alliteration
- line breaks
- white space
- personification
- imagery

\*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

**4.1.3 g. Creates texts using a computer**

\*narrative, expository, poetic (see previous outcomes)

See Enhance Legibility and Develop Word Processing Skills (4.2.3)

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

### 6 Specific Outcome 4.2.1

**Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)**

\*Writing process stages include:

- pre-writing, drafting, writing, revising, editing, publishing

\*Oral presentation process stages include:

- planning, rehearsing, revising, presenting

\*Representation (fine arts, etc.) process stages include:

- planning, developing, revising, presenting

#### General Example(s)

##### Techniques and Elements

The measurable learning outcomes that distinguish the grade levels are found in Elements of Texts (2.3.2).

**Content** encompasses: detail, information, topic, audience and purpose.

##### Details and/or information

The measurable learning outcomes that distinguish the grade levels are found in:

- Combine Ideas and Develop Understanding (1.2.1)
- Connect Self, Texts, and Culture (2.2.3)
- Elements of Texts (2.3.2)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Record Information (3.3.2)

##### Topic

The measurable learning outcomes that distinguish the grade levels are found in:

- Text Features (2.1.3)
- Elements of Texts (2.3.2)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Record Information (3.3.2)
- Synthesize Information (3.3.4)

##### Audience and purpose

The measurable learning outcomes that distinguish the grade levels are found in:

- Cueing Systems: Pragmatic (2.1.7)
- Forms and Genres (2.3.1)
- Create, Follow, and Reflect on a Plan (3.1.3)
- Use Language to Show Respect (5.1.2)
- Celebrate Special Occasions (5.2.3)

### 7 Specific Outcome 4.2.1

**Use criteria to focus conversations about own and others' texts and representations (oral, print, and other media)**

\*Writing process stages include:

- pre-writing, drafting, writing, revising, editing, publishing

\*Oral presentation process stages include:

- planning, rehearsing, revising, presenting

\*Representation (fine arts, etc.) process stages include:

- planning, developing, revising, presenting

#### General Example(s)

##### Techniques and Elements

The measurable learning outcomes that distinguish the grade levels are found in Elements of Texts (2.3.2).

**Content** encompasses: detail, information, topic, audience and purpose.

##### Details and/or information

The measurable learning outcomes that distinguish the grade levels are found in:

- Combine Ideas and Develop Understanding (1.2.1)
- Connect Self, Texts, and Culture (2.2.3)
- Elements of Texts (2.3.2)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Record Information (3.3.2)

##### Topic

The measurable learning outcomes that distinguish the grade levels are found in:

- Text Features (2.1.3)
- Elements of Texts (2.3.2)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Record Information (3.3.2)
- Synthesize Information (3.3.4)

##### Audience and purpose

The measurable learning outcomes that distinguish the grade levels are found in:

- Cueing Systems: Pragmatic (2.1.7)
- Forms and Genres (2.3.1)
- Create, Follow, and Reflect on a Plan (3.1.3)
- Use Language to Show Respect (5.1.2)
- Celebrate Special Occasions (5.2.3)

**Appraise Own and Others' Work****8 Specific Outcome 4.2.1**

**Reference criteria during conversations about own and others' texts and representations (oral, print, and other media)**

\*Writing process stages include:

- pre-writing, drafting, writing, revising, editing, publishing

\*Oral presentation process stages include:

- planning, rehearsing, revising, presenting

\*Representation (fine arts, etc.) process stages include:

- planning, developing, revising, presenting

**General Example(s)****Techniques and Elements**

The measurable learning outcomes that distinguish the grade levels are found in Elements of Texts (2.3.2).

**Content** encompasses: detail, information, topic, audience and purpose.

**Details and/or information**

The measurable learning outcomes that distinguish the grade levels are found in:

- Combine Ideas and Develop Understanding (1.2.1)
- Connect Self, Texts, and Culture (2.2.3)
- Elements of Texts (2.3.2)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Record Information (3.3.2)

**Topic**

The measurable learning outcomes that distinguish the grade levels are found in:

- Text Features (2.1.3)
- Elements of Texts (2.3.2)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Record Information (3.3.2)
- Synthesize Information (3.3.4)

**Audience and purpose**

The measurable learning outcomes that distinguish the grade levels are found in:

- Cueing Systems: Pragmatic (2.1.7)
- Forms and Genres (2.3.1)
- Create, Follow, and Reflect on a Plan (3.1.3)
- Use Language to Show Respect (5.1.2)
- Celebrate Special Occasions (5.2.3)

**9 Specific Outcome 4.2.1**

**Reference and reflect on criteria during conversations about own and others' texts and representations (oral, print, and other media)**

\*Writing process stages include:

- pre-writing, drafting, writing, revising, editing, publishing

\*Oral presentation process stages include:

- planning, rehearsing, revising, presenting

\*Representation (fine arts, etc.) process stages include:

- planning, developing, revising, presenting

**General Example(s)****Techniques and Elements**

The measurable learning outcomes that distinguish the grade levels are found in Elements of Texts (2.3.2).

**Content** encompasses: detail, information, topic, audience and purpose.

**Details and/or information**

The measurable learning outcomes that distinguish the grade levels are found in:

- Combine Ideas and Develop Understanding (1.2.1)
- Connect Self, Texts, and Culture (2.2.3)
- Elements of Texts (2.3.2)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Record Information (3.3.2)

**Topic**

The measurable learning outcomes that distinguish the grade levels are found in:

- Text Features (2.1.3)
- Elements of Texts (2.3.2)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Record Information (3.3.2)
- Synthesize Information (3.3.4)

**Audience and purpose**

The measurable learning outcomes that distinguish the grade levels are found in:

- Cueing Systems: Pragmatic (2.1.7)
- Forms and Genres (2.3.1)
- Create, Follow, and Reflect on a Plan (3.1.3)
- Use Language to Show Respect (5.1.2)
- Celebrate Special Occasions (5.2.3)

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 4.2.1</b></p> <p><b>Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)</b></p>   | <p><b>Grade 7 Specific Outcome 4.2.1</b></p> <p><b>Use criteria to focus conversations about own and others' texts and representations (oral, print, and other media)</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.2.1 a. Participates in development of criteria to respond to own and others' draft texts and representations</b></p> <p>*The <u>criteria</u> to guide the <u>focussed conversations</u> is based on Techniques, Elements and/or Content.</p> <p>*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- whole group discussions</li><li>- mini-lessons</li><li>- small group work</li><li>- think-pair-share (TPS) ...</li></ul> <p><u>Content</u> may say:</p> <p>"How are we going to see if someone has changed his or her mind when we look at their response to a text? We have been talking about that all year, but I don't know what someone thought first."</p> <p><u>Techniques and Elements</u> may say:</p> <p>"Since this is a response to a text, can't we have a question to answer about what they thought first, and if they changed their minds, why they did; or if they didn't, why not? It is like coming to a conclusion in an experiment after you see what happened."</p> <p>"What about asking a question before we read or look at it. Write down our opinions. Read or look at it. And then write down if we still think the same. Then we have to explain why or why not. Doing that could show us if they have a new conclusion."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.2.1 a. Participates in development of criteria for a variety of texts and representations</b></p> <p>*The <u>criteria</u> to guide the <u>focussed conversations</u> is based on Techniques, Elements and/or Content.</p> <p>*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- whole group discussions</li><li>- mini-lessons</li><li>- small group work</li><li>- think-pair-share (TPS) ...</li></ul> <p><u>May</u> say:</p> <p>"Because the purpose of these things is to persuade people to use cloth bags instead of plastic, we need to make sure that each one includes all the important details. Put that in the checklist."</p> <p>"Poems need to have a clear message - let's pick some good ones to use as examples."</p> |

**Appraise Own and Others' Work**

**Grade 8 Specific Outcome 4.2.1**

**Reference criteria during conversations about own and others' texts and representations (oral, print, and other media)**

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

**By the end of Grade 8 the student ...**

**4.2.1 a. Participates in development and revision of criteria for a variety of texts and representations**

\*The criteria to guide the focussed conversations is based on Techniques, Elements and/or Content.

\*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.

Suggested activities:

- whole group discussions
- mini-lessons
- small group work
- think-pair-share (TPS) ...

May say:

"We said we wanted to make sure that each piece in the collection included all the drafts. Looking at what we have, I think we need to be more specific than that, and say there needs to be a first draft and then the revisions attached to that."

**Grade 9 Specific Outcome 4.2.1**

**Reference and reflect on criteria during conversations about own and others' texts and representations (oral, print, and other media)**

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

**By the end of Grade 9 the student ...**

**4.2.1 a. Participates in development and revision of criteria for a variety of texts and representations**

\*The criteria to guide the focussed conversations is based on Techniques, Elements and/or Content.

\*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.

Suggested activities:

- whole group discussions
- mini-lessons
- small group work
- think-pair-share (TPS) ...

May say:

I think this rubric that we used for our essays will work fine for the research project, too. All we need to do is add something about referencing our sources."

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.2.1</b></p> <p><b>Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)</b></p>  | <p><b>Grade 7 Specific Outcome 4.2.1</b></p> <p><b>Use criteria to focus conversations about own and others' texts and representations (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.2.1 b. Uses criteria when suggesting revisions to own and others' draft texts and representations</b></p> <p>*The <u>criteria</u> to guide the <u>focussed conversations</u> is based on Techniques, Elements and/or Content.</p> <p>*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circle</li><li>- author's chair</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS)</li><li>- self-reflection activities ...</li></ul> <p><u>Content</u> may say:</p> <p>"If you're writing this for the Kindergarten kids, you should make sure that they're going to be able to understand the funny parts."</p> <p><u>Techniques and Elements</u> may say:</p> <p>"Some of the Kindergarten kids can't read yet, so be sure to include lots of pictures, too."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.2.1 b. Uses criteria when suggesting revisions for own and others' draft texts and representations</b></p> <p>*The <u>criteria</u> to guide the <u>focussed conversations</u> is based on Techniques, Elements and/or Content.</p> <p>*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circle</li><li>- author's chair</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS)</li><li>- self-reflection activities ...</li></ul> <p><u>Content</u> may say:</p> <p>"I like the way your main character is both good and bad; I think if you did more 'showing' of the ways he treated his brother, that would be clearer to the reader. The criteria for good character says that it has to be developed, not just told."</p> <p><u>Techniques and Elements</u> may say:</p> <p>"I think you need shorter, more specific examples spread through the story, rather than those two longer ones at the beginning. That way you build up the reader's interest more. That's from the 'voice' section in the criteria."</p> |

**Appraise Own and Others' Work**

**Grade 8 Specific Outcome 4.2.1**

**Reference criteria during conversations about own and others' texts and representations (oral, print, and other media)**

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

**By the end of Grade 8 the student ...**

**4.2.1 b. References criteria when suggesting revisions for own and others' draft texts and representations**

\*The criteria to guide the focussed conversations is based on Techniques, Elements and/or Content.

\*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.

Suggested activities:

- conversations
- peer and teacher conferences
- writing process
- sharing circle
- author's chair
- small group conferencing
- Think-Pair-Share (TPS)
- self-reflection activities ...

Content may say:

"Our criteria says you need to have at least two strong examples for each key point. Your example in the second section doesn't really work to support the point you're trying to make. Maybe you could..."

Techniques and Elements may say:

"The main idea in your essay isn't as clear as the ones in the examples we have. What if you used a question as your lead sentence? That might help the reader focus on your main idea."

**Grade 9 Specific Outcome 4.2.1**

**Reference and reflect on criteria during conversations about own and others' texts and representations (oral, print, and other media)**

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

**By the end of Grade 9 the student ...**

**4.2.1 b. References and elaborates on criteria when suggesting revisions for own and others' draft texts and representations**

\*The criteria to guide the focussed conversations is based on Techniques, Elements and/or Content.

\*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.

Suggested activities:

- conversations
- peer and teacher conferences
- writing process
- sharing circle
- author's chair
- small group conferencing
- Think-Pair-Share (TPS)
- self-reflection activities ...

Content may say:

"I like the way you used examples to develop your main character's conflict with Simon. Can you carry those examples further into the story to help make the resolution more believable, too?"

Techniques and Elements may say:

"Why don't you try using a graph in this part of your newspaper article, instead of trying to describe it in words? Then you can just add a few key summary statements and it will make your message and your information stronger."

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 4.2.1</b></p> <p>Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)</p>   | <p><b>Grade 7 Specific Outcome 4.2.1</b></p> <p>Use criteria to focus conversations about own and others' texts and representations (oral, print, and other media)</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>4.2.1 c. <b>Uses criteria when asking for feedback about own and others' draft texts and representations</b></p> <p>*The <u>criteria</u> to guide the <u>focussed conversations</u> is based on Techniques, Elements and/or Content.</p> <p>*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circle</li><li>- author's chair</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS)</li><li>- self-reflection activities ...</li></ul> <p><u>Content</u> may say:</p> <p>"I was really happy and really jealous at the same time when my new brother came home. Is that clear from my poem?"</p> <p><u>Techniques and Elements</u> may say:</p> <p>"I'm going to write this poem for two people to read, so I can show how I felt different ways about my new brother. Is it clear that even though it's in two parts, it's the same person? "</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>4.2.1 c. <b>Uses criteria when requesting feedback for draft texts and representations</b></p> <p>*The <u>criteria</u> to guide the <u>focussed conversations</u> is based on Techniques, Elements and/or Content.</p> <p>*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circle</li><li>- author's chair</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS)</li><li>- self-reflection activities ...</li></ul> <p><u>Content</u> may say:</p> <p>"Do you think I have included enough information about Tulita so my pen pal will understand a little bit about what it's like to live here?"</p> <p><u>Techniques and Elements</u> may say:</p> <p>"Do you think I should do a Powerpoint or a short video for my pen pal?"</p> |

**Appraise Own and Others' Work**

**Grade 8 Specific Outcome 4.2.1**

**Reference criteria during conversations about own and others' texts and representations (oral, print, and other media)**

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

**By the end of Grade 8 the student ...**

**4.2.1 c. References criteria when requesting feedback for draft texts and representations**

\*The criteria to guide the focussed conversations is based on Techniques, Elements and/or Content.

\*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.

Suggested activities:

- conversations
- peer and teacher conferences
- writing process
- sharing circle
- author's chair
- small group conferencing
- Think-Pair-Share (TPS)
- self-reflection activities ...

Content may say:

"Can you look at my essay conclusion and see if it is a good enough summary of my main idea?"

Techniques and Elements may say:

"I tried to use the fading of the light in the photo essay to show how I was feeling. Do you think meets the criteria of showing strong emotion?"

**Grade 9 Specific Outcome 4.2.1**

**Reference and reflect on criteria during conversations about own and others' texts and representations (oral, print, and other media)**

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

**By the end of Grade 9 the student ...**

**4.2.1 c. References and elaborates on criteria when requesting feedback for draft texts and representations**

\*The criteria to guide the focussed conversations is based on Techniques, Elements and/or Content.

\*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.

Suggested activities:

- conversations
- peer and teacher conferences
- writing process
- sharing circle
- author's chair
- small group conferencing
- Think-Pair-Share (TPS)
- self-reflection activities ...

Content may say:

"I am making this playground safety poster for the primary classrooms, so I need to think about my audience. I want to make these captions for these photos easier to read for the grade ones. Can you help me figure out how to make it easier to read without losing the message?"

Techniques and Elements may say:

"I'm using colour and font to emphasize the key words in this primary EBS poster. Can you help me decide which fonts are easier for the little kids to read?"

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

### 6 Specific Outcome 4.2.2

**Revise ideas and organization to match purpose and engage the audience**

\*Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

\*Criteria should include:

- voice
- audience, and purpose
- content
- organization
- word choice
- sentence fluency
- conventions ...

#### General Example(s)

Revision strategies may include:

- Adding, Rearranging, Removing, Replacing (ARRR)
- Read Around the Group (RAG)
- Add, Remove, Move Around, Substitute (ARMS)
- read it aloud
- rereading
- reread and self-correct
- support it with detail
- hear the voice
- proof-reading ...

#### Specific Outcome Links

Word Choice and Artistry of Texts (2.3.3)

Create Original Texts (4.1.3)

Appraise Own and Others' Work (4.2.1)

Enhance Artistry (4.2.4)

### 7 Specific Outcome 4.2.2

**Revise ideas and organizational structures to meet criteria**

\*Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

\*Criteria should include:

- voice
- audience, and purpose
- content
- organization
- word choice
- sentence fluency
- conventions ...

#### General Example(s)

Revision strategies may include:

- Adding, Rearranging, Removing, Replacing (ARRR)
- Read Around the Group (RAG)
- Add, Remove, Move Around, Substitute (ARMS)
- read it aloud
- rereading
- reread and self-correct
- support it with detail
- hear the voice
- proof-reading ...

#### Specific Outcome Links

Word Choice and Artistry of Texts (2.3.3)

Create Original Texts (4.1.3)

Appraise Own and Others' Work (4.2.1)

Enhance Artistry (4.2.4)

**Revise Content****8 Specific Outcome 4.2.2****Revise ideas and organizational structures to meet criteria**

\*Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

\*Criteria should include:

- voice
- audience, and purpose
- content
- organization
- word choice
- sentence fluency
- conventions ...

**General Example(s)**

Revision strategies may include:

- Adding, Rearranging, Removing, Replacing (ARRR)
- Read Around the Group (RAG)
- Add, Remove, Move Around, Substitute (ARMS)
- read it aloud
- rereading
- reread and self-correct
- support it with detail
- hear the voice
- proof-reading ...

**Specific Outcome Links**

Word Choice and Artistry of Texts (2.3.3)

Create Original Texts (4.1.3)

Appraise Own and Others' Work (4.2.1)

Enhance Artistry (4.2.4)

**9 Specific Outcome 4.2.2****Revise ideas and organizational structures to meet criteria**

\*Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

\*Criteria should include:

- voice
- audience, and purpose
- content
- organization
- word choice
- sentence fluency
- conventions ...

**General Example(s)**

Revision strategies may include:

- Adding, Rearranging, Removing, Replacing (ARRR)
- Read Around the Group (RAG)
- Add, Remove, Move Around, Substitute (ARMS)
- read it aloud
- rereading
- reread and self-correct
- support it with detail
- hear the voice
- proof-reading ...

**Specific Outcome Links**

Word Choice and Artistry of Texts (2.3.3)

Create Original Texts (4.1.3)

Appraise Own and Others' Work (4.2.1)

Enhance Artistry (4.2.4)

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 4.2.2</b><br/><b>Revise ideas and organization to match purpose and engage the audience</b></p>  | <p><b>Grade 7 Specific Outcome 4.2.2</b><br/><b>Revise ideas and organizational structures to meet criteria</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>4.2.2 a. <b>Clarifies and extends ideas by incorporating supporting details</b></p> <p>See:<br/>Word Choice and Artistry of Texts (2.3.3)<br/>Enhance Artistry (4.2.4)</p> <p>4.2.2 b. <b>Chooses most effective sequence or organization of ideas and information to meet intended purposes and engage audience</b></p> <p>May say:<br/>"We decided that if we want to convince people not to smoke, we are going to design our science fair project with a question and answer style on a great big bulletin board."</p> <p>See:<br/>Text Features (2.1.3)<br/>Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>4.2.2 a. <b>Selects specific aspects of text (oral, print and other media) to revise based on own and others' feedback and criteria</b></p> <p>*See revision strategy list in SO 4.2.2.</p> <p>May say:<br/>"Both my partner and I have read my research project twice. We both think I need to work on the conclusion and why it's important to try to do something about climate change. I think I need to give more specific examples to make it stronger."</p> <p>"I shared my poem with Ms. Jones. She suggested I could try changing the line breaks to add more impact to the middle part, so I'm going to try that."</p> <p>4.2.2 b. <b>Examines effect of revisions</b></p> <p>May say:<br/>"I rewrote the examples in my letter to the editor to make them more specific, and I think they make my point better."</p> <p>"Putting the date, time, and cost at the bottom of the poster rather than in the middle makes it easier to read."</p> |

**Revise Content**

**Grade 8 Specific Outcome 4.2.2**

**Revise ideas and organizational structures to meet criteria**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

4.2.2 a. **Uses criteria to select specific aspects of text (oral, print and other media) to revise based on own and others' feedback and criteria**

\*See revision strategy list in SO 4.2.2.

May say:

"We're supposed to be looking at strong word choice. I'm going to look at my lead and see if I can shorten it, but use stronger words. That might be a better way to hook my reader."

4.2.2 b. **Explains effect of revisions**

May say,:

"I rewrote my lead and introductory paragraph. I think my topic is clearer now."

"I decided I needed more precise words in my poem to really make the meaning clear. I think the revisions make it better to read."

4.2.2 c. **Compares revised text to criteria and repeats a personal revision process as needed**

Examples may include:

- adding some details
- adding some information
- adjusting sequence or organization
- "showing" rather than "telling"
- deleting some details
- deleting some information
- engaging the intended audience
- meeting the intended purpose
- incorporating supporting details

May say:

"I'm trying to make the connections between my two examples clear. I've tried moving the pieces around a couple of different ways, but it's still confusing. Maybe I need better transition words."

**Grade 9 Specific Outcome 4.2.2**

**Revise ideas and organizational structures to meet criteria**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

4.2.2 a. **Prioritizes selection of aspects of text (oral, print and other media) to revise based on own and others' feedback and criteria**

\*See revision strategy list in SO 4.2.2.

May say:

"My partner and I have four things we think I need to look at, but the most important one is the fact that my introduction is weak. So the first thing I'm going to do is work on my lead."

4.2.2 b. **Evaluates effect of revisions**

May say:

"I drafted a couple of new leads for my piece. I think I like the third one best. It really grabs the reader's attention."

4.2.2 c. **Compares revised text to criteria and repeats a personal revision process as needed**

Examples may include:

- adding some details
- adding some information
- adjusting sequence or organization
- "showing" rather than "telling"
- deleting some details
- deleting some information
- engaging the intended audience
- meeting the intended purpose
- incorporating supporting details

May say:

"I showed my different leads to my partner, and we looked at the criteria again. We agreed that the third lead is the best, but now I need to make sure that the rest of the introduction fits well with it."

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 4.2.2</b><br/>Revise ideas and organization to match purpose and engage the audience</p>  | <p><b>Grade 7 Specific Outcome 4.2.2</b><br/>Revise ideas and organizational structures to meet criteria</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>4.2.2 c. <b>Revises content to meet pre-established criteria using a <u>personal revision process</u></b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- adding some details</li><li>- adding some information</li><li>- adjusting sequence or organization</li><li>- "showing" rather than "telling"</li><li>- deleting some details</li><li>- deleting some information</li><li>- engaging the intended audience</li><li>- meeting the intended purpose</li><li>- incorporating supporting details</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- class discussions</li><li>- mini-lessons</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circles</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS) ...</li></ul> <p>May say:</p> <p>"I have so much information, I don't know what to keep and what to ignore. How do I decide?"</p> <p>See Appraise Own and Others' Work (4.2.1)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>4.2.2 c. <b>Compares revised text to criteria and repeats a <u>personal revision process</u> as needed</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- adding some details</li><li>- adding some information</li><li>- adjusting sequence or organization</li><li>- "showing" rather than "telling"</li><li>- deleting some details</li><li>- deleting some information</li><li>- engaging the intended audience</li><li>- meeting the intended purpose</li><li>- incorporating supporting details</li></ul> <p>May say:</p> <p>"I shortened the lines in my poem in the middle and added more breaks. It makes the poem seem faster and more powerful. I'm going to do the same thing with the beginning now, and see how that works."</p> |

**Revise Content**

**Grade 8 Specific Outcome 4.2.2**

**Revise ideas and organizational structures to meet criteria**

**Grade 9 Specific Outcome 4.2.2**

**Revise ideas and organizational structures to meet criteria**

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

**By the end of Grade 8 the student ...**

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

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

**By the end of Grade 9 the student ...**

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

**General Outcome:**

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|   |  |
|---|--|
| <b>Grade 6 Specific Outcome 4.2.2</b><br><b>Revise ideas and organization to match purpose and engage the audience</b>  | <b>Grade 7 Specific Outcome 4.2.2</b><br><b>Revise ideas and organizational structures to meet criteria</b>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>4.2.2 d. <b>Revises content to meet pre-established criteria using feedback from conferencing with others, with guidance</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- adding some details</li><li>- adding some information</li><li>- adjusting sequence or organization</li><li>- "showing" rather than "telling"</li><li>- deleting some details</li><li>- deleting some information</li><li>- incorporating one or two supporting details</li><li>- engaging the intended audience</li><li>- meeting the intended purpose</li><li>- incorporating supporting details</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- class discussions</li><li>- mini-lessons</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circles</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS) ...</li></ul> <p>May say:</p> <p>"In our debate, we are arguing that you should have the right to smoke. But we don't know where to get any information to build our argument. Saying that we should have a right to choose is only one point. That's not enough, but who wants to say they agree with smoking when we have lots of information that shows how bad it is?"</p> <p>See:</p> <p>Appraise Own and Others' Work (4.2.1)<br/>Work in Groups (5.1.1)<br/>Use Language to Show Respect (5.1.2)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>4.2.2 . <b>Information is on previous page(s)</b></p> |

**Revise Content**

**Grade 8 Specific Outcome 4.2.2**

**Revise ideas and organizational structures to meet criteria**

**Grade 9 Specific Outcome 4.2.2**

**Revise ideas and organizational structures to meet criteria**

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

**By the end of Grade 8 the student ...**

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

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

**By the end of Grade 9 the student ...**

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

**General Outcome:**

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

**6 Specific Outcome 4.2.3**

**Write legibly, fluently, and efficiently while continuing to develop proficiency with keyboarding and word processing; use related vocabulary**

\*It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences.

**Specific Outcome Links**

Access Information (3.2.3)  
Create Original Texts (4.1.3)  
Spelling (4.3.2)  
Effective Presentations (4.4.1)

**7 Specific Outcome 4.2.3**

**Develop fluency and proficiency with keyboarding and word processing**

**Specific Outcome Links**

Access Information (3.2.3)  
Create Original Texts (4.1.3)  
Spelling (4.3.2)  
Effective Presentations (4.4.1)

## **Enhance Legibility and Develop Word Processing Skills**

### **8 Specific Outcome 4.2.3**

**Develop fluency and proficiency with keyboarding and word processing**

#### **Specific Outcome Links**

Access Information (3.2.3)  
Create Original Texts (4.1.3)  
Spelling (4.3.2)  
Effective Presentations (4.4.1)

### **9 Specific Outcome 4.2.3**

**Develop fluency and proficiency with keyboarding and word processing**

#### **Specific Outcome Links**

Access Information (3.2.3)  
Create Original Texts (4.1.3)  
Spelling (4.3.2)  
Effective Presentations (4.4.1)

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.2.3</b></p> <p><b>Write legibly, fluently, and efficiently while continuing to develop proficiency with keyboarding and word processing; use related vocabulary</b></p>   | <p><b>Grade 7 Specific Outcome 4.2.3</b></p> <p><b>Develop fluency and proficiency with keyboarding and word processing</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.2.3 a. Writes legibly, fluently, and efficiently</b></p> <p>*Legibility refers to:<br/>- shape<br/>- slant<br/>- spacing</p> <p>*It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.</p> <p>*For assessment purposes it is the quality of the writing (content, ideas, voice, organization, word choice) rather than the legibility that is important. Legibility is not one of the traits of good writing.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.2.3 a. Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts</b></p> <p>*applicable where technology is available</p> <p>*Information and Communication Technology Outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is <u>not</u> increased.</p> <p>Typical in grade seven:</p> <ul style="list-style-type: none"><li>- uses some letter and number keys</li><li>- plays with paint tools</li><li>- plays with drawing tools</li><li>- uses directional arrow keys</li><li>- uses the space bar</li><li>- prints texts</li><li>- uses the mouse to point, click, and drag</li><li>- opens files, enters text, saves, prints, and closes files</li><li>- spaces consistently</li><li>- highlights text</li><li>- backspaces</li><li>- capitalizes</li><li>- deletes text</li><li>- spaces sentences</li><li>- uses spell check</li><li>- cuts and pastes</li><li>- varies font and type size</li><li>- uses templates</li><li>- uses formatting tools (tab, margins)</li><li>- develops accuracy</li><li>- increases speed</li><li>- uses titles and headers</li><li>- incorporates graphics</li><li>- uses borders</li><li>- shades appropriately</li><li>- uses style for emphasis</li><li>- uploads and downloads text, images, audio, and video files</li><li>- identifies and applies safety procedures, including antivirus scans and virus checks, to maintain data integrity</li></ul> |

**Enhance Legibility and Develop Word Processing Skills**

**Grade 8 Specific Outcome 4.2.3**

**Develop fluency and proficiency with keyboarding and word processing**

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

**By the end of Grade 8 the student ...**

4.2.3 a. **Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts**

\*applicable where technology is available

\*Information and Communication Technology Outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is not increased.

Typical in grade eight:

- uses some letter and number keys
- plays with paint tools
- plays with drawing tools
- uses directional arrow keys
- uses the space bar
- prints texts
- uses the mouse to point, click, and drag
- opens files, enters text, saves, prints, and closes files
- spaces consistently
- highlights text
- backspaces
- capitalizes
- deletes text
- spaces sentences
- uses spell check
- cuts and pastes
- varies font and type size
- uses templates
- uses formatting tools (tab, margins)
- develops accuracy
- increases speed
- uses titles and headers
- incorporates graphics
- uses borders
- shades appropriately
- uses style for emphasis
- uploads and downloads text, images, audio, and video files
- identifies and applies safety procedures, including antivirus scans and virus checks, to maintain data integrity

**Grade 9 Specific Outcome 4.2.3**

**Develop fluency and proficiency with keyboarding and word processing**

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

**By the end of Grade 9 the student ...**

4.2.3 a. **Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts**

\*applicable where technology is available

\*Information and Communication Technology Outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is not increased.

Typical in grade nine:

- uses some letter and number keys
- plays with paint tools
- plays with drawing tools
- uses directional arrow keys
- uses the space bar
- prints texts
- uses the mouse to point, click, and drag
- opens files, enters text, saves, prints, and closes files
- spaces consistently
- highlights text
- backspaces
- capitalizes
- deletes text
- spaces sentences
- uses spell check
- cuts and pastes
- varies font and type size
- uses templates
- uses formatting tools (tab, margins)
- develops accuracy
- increases speed
- uses titles and headers
- incorporates graphics
- uses borders
- shades appropriately
- uses style for emphasis
- uploads and downloads text, images, audio, and video files
- identifies and applies safety procedures, including antivirus scans and virus checks, to maintain data integrity

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 4.2.3</b></p> <p>Write legibly, fluently, and efficiently while continuing to develop proficiency with keyboarding and word processing; use related vocabulary</p>   | <p><b>Grade 7 Specific Outcome 4.2.3</b></p> <p>Develop fluency and proficiency with keyboarding and word processing</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>4.2.3 b. Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts</p> <p>*applicable where technology is available</p> <p>*Information and Communication Technology Outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is <u>not</u> increased.</p> <p>Typical in grade six:</p> <ul style="list-style-type: none"><li>- uses some letter and number keys</li><li>- plays with paint tools</li><li>- plays with drawing tools</li><li>- uses directional arrow keys</li><li>- uses the space bar</li><li>- prints texts</li><li>- uses the mouse to point, click, and drag</li><li>- opens files, enters text, saves, prints, and closes files</li><li>- spaces consistently</li><li>- highlights text</li><li>- backspaces</li><li>- capitalizes</li><li>- deletes text</li><li>- spaces sentences</li><li>- uses spell check</li><li>- cuts and pastes</li><li>- varies font</li><li>- varies type size</li><li>- uses templates</li><li>- uses formatting tools (tab, margins)</li><li>- develops accuracy</li><li>- increases speed</li><li><b>- uses titles and headers</b></li><li><b>- incorporates graphics</b></li><li><b>- uses borders</b></li><li><b>- shades appropriately</b></li><li><b>- uses style for emphasis</b></li></ul> <p>4.2.3 c. Develops an expanding repertoire of vocabulary associated with keyboarding and word processing</p> <p>*applicable where technology is available</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>4.2.3 b. Develops an expanding repertoire of vocabulary associated with keyboarding and word processing</p> <p>*applicable where technology is available</p> |

## **Enhance Legibility and Develop Word Processing Skills**

### **Grade 8 Specific Outcome 4.2.3**

**Develop fluency and proficiency with keyboarding and word processing**

### **Grade 9 Specific Outcome 4.2.3**

**Develop fluency and proficiency with keyboarding and word processing**

#### **Learning Outcomes &**

#### **Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

**4.2.3 b. Develops an expanding repertoire of vocabulary associated with keyboarding and word processing**

\*applicable where technology is available

#### **Learning Outcomes &**

#### **Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

**4.2.3 b. Develops an expanding repertoire of vocabulary associated with keyboarding and word processing**

\*applicable where technology is available

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

### 6 Specific Outcome 4.2.4

**Experiment with language to create desired effect in oral, print, and other media texts**

\*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (print, and other media).

\*It is important to note that language can be enhanced in all types of representations (oral, print, and other media).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Voice is the personality in writing and is evident through:

style: grammar and syntax

word choice: descriptions, details, unique expressions, dialogue, strong leads ...

tone: humorous, serious, angry, cheery, sarcastic, objective, credible ...

topic

theme

organization

point of view

attention to the relationship between the audience & purpose

### 7 Specific Outcome 4.2.4

**Experiment with language to create desired effect in oral, print, and other media texts**

\*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (print, and other media).

\*It is important to note that language can be enhanced in all types of representations (oral, print, and other media).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Voice is the personality in writing and is evident through:

style: grammar and syntax

word choice: descriptions, details, unique expressions, dialogue, strong leads ...

tone: humorous, serious, angry, cheery, sarcastic, objective, credible ...

topic

theme

organization

point of view

attention to the relationship between the audience & purpose

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Word Choice and Artistry of Texts (2.3.3)

Revise Content (4.2.2)

Experience Various Texts (2.2.1)

Word Choice and Artistry of Texts (2.3.3)

Revise Content (4.2.2)

**Enhance Artistry****8 Specific Outcome 4.2.4**

**Experiment with language to create desired effect in oral, print, and other media texts**

\*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (print, and other media).

\*It is important to note that language can be enhanced in all types of representations (oral, print, and other media).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Voice is the personality in writing and is evident through:

style: grammar and syntax

word choice: descriptions, details, unique expressions, dialogue, strong leads ...

tone: humorous, serious, angry, cheery, sarcastic, objective, credible ...

topic

theme

organization

point of view

attention to the relationship between the audience & purpose

**9 Specific Outcome 4.2.4**

**Experiment with language to create desired effect in oral, print, and other media texts**

\*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (print, and other media).

\*It is important to note that language can be enhanced in all types of representations (oral, print, and other media).

\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*Voice is the personality in writing and is evident through:

style: grammar and syntax

word choice: descriptions, details, unique expressions, dialogue, strong leads ...

tone: humorous, serious, angry, cheery, sarcastic, objective, credible ...

topic

theme

organization

point of view

attention to the relationship between the audience & purpose

**Specific Outcome Links**

Experience Various Texts (2.2.1)

Word Choice and Artistry of Texts (2.3.3)

Revise Content (4.2.2)

**Specific Outcome Links**

Experience Various Texts (2.2.1)

Word Choice and Artistry of Texts (2.3.3)

Revise Content (4.2.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.2.4</b></p> <p><b>Experiment with language to create desired effect in oral, print, and other media texts</b></p>   | <p><b>Grade 7 Specific Outcome 4.2.4</b></p> <p><b>Experiment with language to create desired effect in oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.2.4 a. Chooses descriptive and figurative language in personal representations to create desired effect</b></p> <p>*Purposes of descriptive and figurative language include:<br/>- to tell<br/>- to create an image<br/>- to communicate an idea<br/>- to explain<br/>- to direct or guide<br/>- to emphasize<br/>- to clarify<br/>- to set the mood<br/>- to persuade<br/>- to enhance meaning<br/>- to engage ...</p> <p>*Keep in mind audience and purpose when discussing appropriateness of language.</p> <p>*The distinction between grade levels is the sophistication of vocabulary.</p> <p>May say:<br/>"My partner and I decided that we could get the audience's attention if we used a funny story to start our speech. We are doing our project on airplanes, so we're going to tell what happened to my Mom on her flight last week when..."</p> <p>"In the play we are writing, you can see the mood in the word 'eerie'. We don't have a character saying that, but we do have that written in the notes that come with the play. The director will have to figure out how to show that when he chooses his lights and his music."</p> <p>See:<br/>Experience Various Texts (2.2.1)<br/>Elements of Texts (2.3.2)<br/>Word Choice and Artistry of Texts (2.3.3)<br/>Revise Content (4.2.2)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.2.4 a. Chooses and uses descriptive and figurative language to create desired effect</b></p> <p>*Purposes of descriptive and figurative language include:<br/>- to tell<br/>- to create an image<br/>- to communicate an idea<br/>- to explain<br/>- to direct or guide<br/>- to emphasize<br/>- to clarify<br/>- to set the mood<br/>- to persuade<br/>- to enhance meaning<br/>- to engage ...</p> <p>*Keep in mind audience and purpose when discussing appropriateness of language.</p> <p>*The distinction between grade levels is the sophistication of vocabulary.</p> <p>May say:<br/>"Let's use the line from R.E.M, 'It's the end of the world as we know it' as the lead-in music for our video on climate change. Then we can cut to those pictures you found of the flooding and erosion."</p> <p>See:<br/>Experience Various Texts (2.2.1)<br/>Elements of Texts (2.3.2)<br/>Word Choice and Artistry of Texts (2.3.3)<br/>Revise Content (4.2.2)</p> |

**Enhance Artistry**

**Grade 8 Specific Outcome 4.2.4**

**Experiment with language to create desired effect in oral, print, and other media texts**

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

**By the end of Grade 8 the student ...**

**4.2.4 a. Chooses and uses descriptive and figurative language to develop ideas and create desired effect**

\*Purposes of descriptive and figurative language include:  
 - to tell  
 - to create an image  
 - to communicate an idea  
 - to explain  
 - to direct or guide  
 - to emphasize  
 - to clarify  
 - to set the mood  
 - to persuade  
 - to enhance meaning  
 - to engage ...

\*Keep in mind audience and purpose when discussing appropriateness of language.

\*The distinction between grade levels is the sophistication of vocabulary.

May say:

"I want to make my audience really feel how terrifying it was to be trapped in the elevator. Even though I knew I would eventually get out, I was panicking. I think if I use short sentences and strong describing words, that will help to show how I was hyperventilating!"

See:

Experience Various Texts (2.2.1)  
 Elements of Texts (2.3.2)  
 Word Choice and Artistry of Texts (2.3.3)  
 Revise Content (4.2.2)

**Grade 9 Specific Outcome 4.2.4**

**Experiment with language to create desired effect in oral, print, and other media texts**

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

**By the end of Grade 9 the student ...**

**4.2.4 a. Explains choice of descriptive and figurative language used to develop ideas and create desired effect**

\*Purposes of descriptive and figurative language include:  
 - to tell  
 - to create an image  
 - to communicate an idea  
 - to explain  
 - to direct or guide  
 - to emphasize  
 - to clarify  
 - to set the mood  
 - to persuade  
 - to enhance meaning  
 - to engage ...

\*Keep in mind audience and purpose when discussing appropriateness of language.

\*The distinction between grade levels is the sophistication of vocabulary.

May say:

"We wanted to find words that actually sound like the waves on the shore - we did an Internet thesaurus search and found six or seven that really set the mood. Then we tried to use them in alliteration, so we could build that sound image."

See:

Experience Various Texts (2.2.1)  
 Elements of Texts (2.3.2)  
 Word Choice and Artistry of Texts (2.3.3)  
 Revise Content (4.2.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 4.2.4</b></p> <p><b>Experiment with language to create desired effect in oral, print, and other media texts</b></p>   | <p><b>Grade 7 Specific Outcome 4.2.4</b></p> <p><b>Experiment with language to create desired effect in oral, print, and other media texts</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.2.4 b. Uses new and accurate vocabulary in personal representations related to personal interests or topics of study</b></p> <p>*The distinction between grade levels is the sophistication of vocabulary.</p> <p>May say:<br/>"My teacher said I couldn't use 'lol' in my Powerpoint for the principal."</p> <p><b>4.2.4 c. Uses varied sentence lengths and structures including, simple, compound, complex</b></p> <p>*A compound sentence has two independent clauses and balances the ideas in one sentence against the other.</p> <p>*A complex sentence contains one main clause and one or more dependent clauses.</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.2.4 b. Chooses and uses vocabulary to create desired effect, sometimes taking risks with new words</b></p> <p>*The distinction between grade levels is the sophistication of vocabulary.</p> <p>May say:<br/>"Do you think that 'eerie' really fits the mood we're trying to create? Maybe 'ominous' would be better."</p> <p>"I tried to use all the 'real' words in my pamphlet on diabetes, like 'glucose' and 'plasma', but I'm afraid that people might not understand it all now."</p> <p><b>4.2.4 c. Uses a variety of sentence lengths and structures to create desired effect</b></p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> |

**Enhance Artistry**

**Grade 8 Specific Outcome 4.2.4**

**Experiment with language to create desired effect in oral, print, and other media texts**

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

**By the end of Grade 8 the student ...**

**4.2.4 b. Chooses and uses vocabulary to develop ideas and create desired effect, sometimes taking risks with new words**

\*The distinction between grade levels is the sophistication of vocabulary.

May say:

"I just love the word 'epiphany'; I'm writing a found poem with it."

**4.2.4 c. Uses a variety of sentence lengths and structures to develop ideas and create desired effect**

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

May say:

"I want people to remember the key points of my presentation when I'm finished, so I'm going to end my Powerpoint with the five key ideas in a bulleted list."

**Grade 9 Specific Outcome 4.2.4**

**Experiment with language to create desired effect in oral, print, and other media texts**

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

**By the end of Grade 9 the student ...**

**4.2.4 b. Explains choice of vocabulary used to develop ideas and create desired effect, sometimes taking risks with new words**

\*The distinction between grade levels is the sophistication of vocabulary.

May say:

"I used strong graphic words in my brochure about hepatitis, so that people would understand that it's a serious disease."

**4.2.4 c. Explains use of a variety of sentence lengths and structures to develop ideas and create desired effect**

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

May say:

"I'm going to use very short, simple sentences to mimic my breathing when I was so scared."

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.2.4</b></p> <p><b>Experiment with language to create desired effect in oral, print, and other media texts</b></p>   | <p><b>Grade 7 Specific Outcome 4.2.4</b></p> <p><b>Experiment with language to create desired effect in oral, print, and other media texts</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.2.4 d. Uses a voice that is individual, expressive, and engaging, with an awareness of, and respect for the audience and intended purpose (in oral, print, and other media texts)</b></p> <p>*In developing an awareness of voice the writer must ask:</p> <ol style="list-style-type: none"><li>1. How do I speak directly to my audience on an emotional level?</li><li>2. How do I experiment with style to match the purpose and intended audience?</li><li>3. How do I take risks to reveal myself to my audience?</li></ol> <p>*In grade six developing an awareness of voice in text typically involves:</p> <ul style="list-style-type: none"><li>- using writing/phrases/expressions that portray the character's personality</li><li>- taking risk to include personal details that reveal the author</li><li>- showing strong commitment to the topic</li></ul> <p>* To maintain from previous grades:</p> <ul style="list-style-type: none"><li>- creating tone that reflects feelings/emotions</li><li>- incorporating dialogue and unique expression</li><li>- using vivid, expressive language adding clarity and detail</li><li>- writing that elicits an emotional response from the audience</li><li>- creating a tone that is easy to describe (funny, joyful ...)</li><li>- using new and accurate vocabulary repeating words only for emphasis</li><li>- directing "comments" to the intended audience</li><li>- choosing appropriate vocabulary for the intended audience and purpose</li><li>- writing that is individual, expressive, and engaging</li><li>- using varied sentence lengths and structures</li><li>- varying sentence beginnings (strong leads)</li><li>- using figurative language</li><li>- using language that is honest: point of view is evident</li><li>- writing that is clear and focused</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.2.4 d. Uses a voice that is individual, expressive, and engaging, with an awareness of, and respect for the audience and intended purpose (in oral, print, and other media texts)</b></p> <p>*In developing an awareness of voice the writer must ask:</p> <ol style="list-style-type: none"><li>1. How do I speak directly to my audience on an emotional level?</li><li>2. How do I experiment with style to match the purpose and intended audience?</li><li>3. How do I take risks to reveal myself to my audience?</li></ol> <p>*In grade seven developing an awareness of voice in text typically involves:</p> <ul style="list-style-type: none"><li>- showing passion for the topic</li></ul> <p>* To maintain from previous grades:</p> <ul style="list-style-type: none"><li>- creating tone that reflects feelings/emotions</li><li>- incorporating dialogue and unique expression</li><li>- using vivid, expressive language adding clarity and detail</li><li>- writing that elicits an emotional response from the audience</li><li>- using new and accurate vocabulary repeating words only for emphasis</li><li>- directing "comments" to the intended audience</li><li>- choosing appropriate vocabulary for the intended audience and purpose</li><li>- writing that is individual, expressive, and engaging</li><li>- using varied sentence lengths and structures</li><li>- varying sentence beginnings (strong leads)</li><li>- using figurative language</li><li>- using language that is honest: point of view is evident</li><li>- writing that is clear and focused</li><li>- using writing/phrases/expressions that portray the character's personality</li><li>- taking risk to include personal details that reveal the author</li><li>- showing strong commitment to the topic</li></ul> |

**Enhance Artistry**

**Grade 8 Specific Outcome 4.2.4**

**Experiment with language to create desired effect in oral, print, and other media texts**

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

**By the end of Grade 8 the student ...**

4.2.4 d. **Uses a voice that is individual, expressive, and engaging, with an awareness of, and respect for the audience and intended purpose (in oral, print, and other media texts)**

\*In developing an awareness of voice the writer must ask:

1. How do I speak directly to my audience on an emotional level?
2. How do I experiment with style to match the purpose and intended audience?
3. How do I take risks to reveal myself to my audience?

\*In grade eight developing an awareness of voice in text typically involves:

- creating tone that reflects feelings/emotions
- incorporating dialogue and unique expression
- using vivid, expressive language adding clarity and detail
- writing that elicits an emotional response from the audience
- using new and accurate vocabulary repeating words only for emphasis
- directing "comments" to the intended audience
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- writing that is individual, expressive, and engaging
- using varied sentence lengths and structures
- varying sentence beginnings (strong leads)
- using figurative language
- using language that is honest: point of view is evident
- writing that is clear and focused
- using writing/phrases/expressions that portray the character's personality
- taking risk to include personal details that reveal the author
- showing strong commitment to the topic
- showing passion for the topic

**Grade 9 Specific Outcome 4.2.4**

**Experiment with language to create desired effect in oral, print, and other media texts**

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

**By the end of Grade 9 the student ...**

4.2.4 d. **Uses a voice that is individual, expressive, and engaging, with an awareness of, and respect for the audience and intended purpose (in oral, print, and other media texts)**

\*In developing an awareness of voice the writer must ask:

1. How do I speak directly to my audience on an emotional level?
2. How do I experiment with style to match the purpose and intended audience?
3. How do I take risks to reveal myself to my audience?

\*In grade nine developing an awareness of voice in text typically involves:

- creating tone that reflects feelings/emotions
- creating tone that reflects feelings/emotions
- incorporating dialogue and unique expression
- using vivid, expressive language adding clarity and detail
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## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

### 6 Specific Outcome 4.3.1

#### Use an editing process to enhance communication

\*In English the part of speech is not clearly identifiable (e.g. shade can be a noun, a verb, or an adjective). **Rather than thinking of parts of speech as properties of specific words, it is better to think of them as functions within a sentence. These functions can be played by single words or groups of words.**

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

\*When writing, "content and ideas" and "organization" play more of a role than "conventions of writing" or "vocabulary and sentence structure". In first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

#### General Example(s)

Editing strategies may include:

- self-editing
- peer-editing
- read it aloud
- rereading
- reread and self-correct
- read backwards (sentence by sentence)
- mnemonic devices (SLURP, COPS, CROPS, etc.)
- editing checklists
- using a dictionary, spell checker
- proof reading
- personalized proof reading (read for errors you typically make, read for understanding)
- start with sentences-consider words-check for spelling-grammar-punctuation
- using grammar checkers ...

#### Specific Outcome Links

Appraise Own and Others' Work (4.2.1)

Revise Content (4.2.2)

Enhance Artistry (4.2.4)

Spelling (4.3.2)

Capitalization and Punctuation (4.3.3)

### 7 Specific Outcome 4.3.1

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#### Specific Outcome Links

Appraise Own and Others' Work (4.2.1)

Revise Content (4.2.2)

Enhance Artistry (4.2.4)

Spelling (4.3.2)

Capitalization and Punctuation (4.3.3)

## Grammar and Usage

**8 Specific Outcome 4.3.1****Use an editing process to enhance communication**

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- writing
- revising
- editing
- publishing

**General Example(s)**

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- start with sentences-consider words-check for spelling-grammar-punctuation
- using grammar checkers ...

**Specific Outcome Links**

Appraise Own and Others' Work (4.2.1)

Revise Content (4.2.2)

Enhance Artistry (4.2.4)

Spelling (4.3.2)

Capitalization and Punctuation (4.3.3)

**9 Specific Outcome 4.3.1****Use an editing process to enhance communication**

\*In English the part of speech is not clearly identifiable (e.g. shade can be a noun, a verb, or an adjective). **Rather than thinking of parts of speech as properties of specific words, it is better to think of them as functions within a sentence. These functions can be played by single words or groups of words.**

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- pre-writing
- drafting
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- publishing

**General Example(s)**

Editing strategies may include:

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- personalized proof reading (read for errors you typically make, read for understanding)
- start with sentences-consider words-check for spelling-grammar-punctuation
- using grammar checkers ...

**Specific Outcome Links**

Appraise Own and Others' Work (4.2.1)

Revise Content (4.2.2)

Enhance Artistry (4.2.4)

Spelling (4.3.2)

Capitalization and Punctuation (4.3.3)

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.3.1</b><br/><b>Use an editing process to enhance communication</b></p>  | <p><b>Grade 7 Specific Outcome 4.3.1</b><br/><b>Use an editing process to enhance communication</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>4.3.1 a. <b>Uses an <u>editing process</u>, with guidance</b></p> <p>*Editing appropriate in grade six:<br/>- to check for completeness of an idea within a sentence (fragments)<br/>- to combine short sentences (conjunctions include: and, but, because, or, so ...)<br/>- to check for beginning, middle, and end of personal text<br/>- to check for appropriate use of types of sentences (declarative, interrogative, exclamatory, imperative)<br/>- to check for appropriate prepositions (prepositions include: on, under, in, over, beside, between, near, after, by ...)<br/>- to eliminate run-on sentences<br/>- to check for appropriate noun-pronoun agreement<br/><b>- to use appropriate verb tense (past, present, future) in sentences</b><br/><b>- to check for appropriate subject-verb agreement</b></p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>Suggested activities:<br/>- mini-lessons<br/>- editing checklists<br/>- self-editing<br/>- teacher and/or peer conferences<br/>- rereading of personal writing (typically out loud)<br/>- editing with mnemonic devices (SLURP, COPS, etc.) ...</p> <p>May say:<br/>"When I read this to my partner, he got all mixed up. I could tell by his questions. He wasn't sure if my hockey games were going to be played next weekend or if they had already been played. I think I have to go through this with him to help me."</p> <p>"This doesn't sound right, 'My pants is in the dryer.' I don't get it; it is one pair of pants, but I have to use 'are' and that is for more than one."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>4.3.1 a. <b>Uses an <u>editing process</u>, with guidance, to identify grammar and usage problems that impact meaning</b></p> <p>*Editing appropriate in grade seven:<br/>- to check for completeness of an idea within a sentence (fragments)<br/>- to combine short sentences (conjunctions include: and, but, because, or, so ...)<br/>- to check for beginning, middle, and end of personal text<br/>- to check for appropriate use of types of sentences (declarative, interrogative, exclamatory, imperative)<br/>- to check for appropriate prepositions (prepositions include: on, under, in, over, beside, between, near, after, by ...)<br/>- to eliminate run-on sentences<br/>- to check for appropriate noun-pronoun agreement<br/>- to use appropriate verb tense (past, present, future) in sentences<br/>- to check for appropriate subject-verb agreement<br/><b>- to eliminate unnecessary repetition</b></p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>Suggested activities:<br/>- mini-lessons<br/>- editing checklists<br/>- self-editing<br/>- teacher and/or peer conferences<br/>- rereading of personal writing (typically out loud)<br/>- editing with mnemonic devices (SLURP, COPS, etc.) ...</p> <p>May say:<br/>"This story starts out happening in the past, but then it somehow switches to the present."</p> <p>"I'm confused about which step comes first in the ore processing, because you keep switching tenses."</p> |

Grammar and Usage

**Grade 8 Specific Outcome 4.3.1**

**Use an editing process to enhance communication**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

**4.3.1 a. Uses an editing process, with guidance, to identify grammar and usage problems that impact meaning**

\*Editing appropriate in grade eight:

- to check for completeness of an idea within a sentence (fragments)
- to combine short sentences (conjunctions include: and, but, because, or, so ...)
- to check for beginning, middle, and end of personal text
- to check for appropriate use of types of sentences (declarative, interrogative, exclamatory, imperative)
- to check for appropriate prepositions (prepositions include: on, under, in, over, beside, between, near, after, by ...)
- to eliminate run-on sentences
- to check for appropriate noun-pronoun agreement
- to use appropriate verb tense (past, present, future) in sentences
- to check for appropriate subject-verb agreement
- to eliminate unnecessary repetition
- to check for appropriate tone**
- to eliminate misplaced modifiers**

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

Suggested activities:

- mini-lessons
- editing checklists
- self-editing
- teacher and/or peer conferences
- rereading of personal writing (typically out loud)
- editing with mnemonic devices (SLURP, COPS, etc.) ...

May say:

"I don't think 'sneaky' is the right adjective there... It makes him sound like the bad guy, when really you're trying to show..."

**Grade 9 Specific Outcome 4.3.1**

**Use an editing process to enhance communication**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

**4.3.1 a. Uses an editing process, with guidance, to identify grammar and usage problems that impact meaning**

\*Editing appropriate in grade nine:

- to check for completeness of an idea within a sentence (fragments)
- to combine short sentences (conjunctions include: and, but, because, or, so ...)
- to check for beginning, middle, and end of personal text
- to check for appropriate use of types of sentences (declarative, interrogative, exclamatory, imperative)
- to check for appropriate prepositions (prepositions include: on, under, in, over, beside, between, near, after, by ...)
- to eliminate run-on sentences
- to check for appropriate noun-pronoun agreement
- to use appropriate verb tense (past, present, future) in sentences
- to check for appropriate subject-verb agreement
- to eliminate unnecessary repetition
- to check for appropriate tone
- to eliminate misplaced modifiers
- to check for parallel structure**
- to check use of transitions**
- to check for clarity**

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

Suggested activities:

- mini-lessons
- self-editing, editing checklists
- teacher and/or peer conferences
- rereading of personal writing (typically out loud)
- editing with mnemonic devices (SLURP, COPS, etc.) ...

May say:

"I think this should be 'consequently', not 'because'; I want it to mean 'as a result'."

**General Outcome:**

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 4.3.1</b><br><b>Use an editing process to enhance communication</b>   | <b>Grade 7 Specific Outcome 4.3.1</b><br><b>Use an editing process to enhance communication</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p>4.3.1 b. <b>Discusses the function of each part of speech in a sentence</b></p> <p>*Appropriate parts of speech for grade six include:</p> <ul style="list-style-type: none"><li>- noun</li><li>- verb</li><li>- adjective (includes determiners or articles)</li><li>- adverb</li><li>- conjunction</li><li>- pronoun</li><li>- preposition</li><li>- interjection</li></ul> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>*The intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name.</p> <p>May say:<br/>"What is the difference between 'an apple' and 'the apple'? This keeps getting edited in my peer editing and I don't know why they aren't both correct."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p>4.3.1 b. <b>Discusses the function of each part of speech as it impacts meaning within a sentence</b></p> <p>*Appropriate parts of speech for grade seven include:</p> <ul style="list-style-type: none"><li>- noun</li><li>- verb</li><li>- adjective</li><li>- adverb</li><li>- conjunction</li><li>- pronoun</li><li>- preposition</li><li>- interjection</li></ul> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>*The intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name.</p> <p>May say:<br/>"There are too many pronouns in this sentence. Even I'm confused, and I wrote it!"</p> <p>"When you string so many adjectives together before the noun like this, it's really more 'tell' than 'show'."</p> |

Grammar and Usage

**Grade 8 Specific Outcome 4.3.1**

**Use an editing process to enhance communication**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

4.3.1 b. **Discusses the function of each part of speech as it impacts meaning within a sentence**

\*Appropriate parts of speech for grade eight include:

- noun
- verb
- adjective
- adverb
- conjunction
- pronoun
- preposition
- interjection

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

\*The intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name.

May say:

"Does it matter if the adverb goes in front of the verb or after? 'Quickly jumped' or 'jumped quickly' doesn't seem to make a whole lot of difference..."

**Grade 9 Specific Outcome 4.3.1**

**Use an editing process to enhance communication**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

4.3.1 b. **Discusses the function of each part of speech as it impacts meaning within a sentence**

\*Appropriate parts of speech for grade nine include:

- noun
- verb
- adjective
- adverb
- conjunction
- pronoun
- preposition
- interjection

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

\*The intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name.

May say:

"I think I need to work on the conjunctions in this part of my essay, to make sure that the comparisons I'm making are clear."

"I'm working on this book for the Kindergarten class, showing all the prepositions. I'm using lots of pictures from the playground equipment to show 'above', 'beneath', 'around', and..."

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

### 6 Specific Outcome 4.3.2

**Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources**

\*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling. .

\*Transitional Stage: all sounds are represented and the spelling is usually a possible English spelling, just not always the correct spelling. There is a move away from the reliance on phonics by using visual and memory based strategies. Determining if words look 'right' may still be difficult.

\*Conventional Stage: most words which a child at that grade level could be expected to spell correctly are spelled correctly.

\*Keep in mind Canadian spelling conventions.

\*When writing, "content and ideas" and "organization" play more of a role than "conventions of writing" or "vocabulary and sentence structure". In first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

#### General Example(s)

Some of the most common words spelled differently in Canadian English include:

- acknowledgment
- aging
- analyse
- burned, learned
- cancelled, cheque
- catalogue
- centre, centred
- civilization
- colour, labour, favour, flavour
- criticize
- fibre
- grey
- licence (n), license (v)
- litre, metre
- moustache
- practice (n), practise (v)
- theatre

#### Specific Outcome Links

Cueing Systems (2.1.4 )

Grammar and Usage (4.3.1)

### 7 Specific Outcome 4.3.2

**Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources**

\*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.

\*It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary can be used instead of words that one can spell correctly. However, conventional spelling needs to be used for final drafts and published work.

\*Conventional Stage: most words which a student at that grade level could be expected to spell correctly are spelled correctly.

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\*When writing, "content and ideas" and "organization" play more of a role than "conventions of writing" or "vocabulary and sentence structure". In first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

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#### Specific Outcome Links

Cueing Systems (2.1.4 )

Grammar and Usage (4.3.1)

**Spelling****8 Specific Outcome 4.3.2**

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- licence (n), license (v)
- litre, metre
- moustache
- practice (n), practise (v)
- theatre

**Specific Outcome Links**

Cueing Systems (2.1.4 )  
Grammar and Usage (4.3.1)

**9 Specific Outcome 4.3.2**

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- criticize
- favour, flavour
- fibre
- grey
- licence (n), license (v)
- litre, metre
- moustache
- practice (n), practise (v)
- theatre

**Specific Outcome Links**

Cueing Systems (2.1.4 )  
Grammar and Usage (4.3.1)

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 4.3.2</b><br/>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</p>   | <p><b>Grade 7 Specific Outcome 4.3.2</b><br/>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>4.3.2 a. Spells most words conventionally</p> <p>*Approximations are close to the correct spelling and errors do not interfere with communication.</p> <p>4.3.2 b. Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words</p> <p>Patterns may include:</p> <ul style="list-style-type: none"><li>- common letter combinations (list of words with 'br', 'ight')</li><li>- word families</li><li>- words ending in 'ing'</li><li>- silent 'e'</li><li>- word within a word</li><li>- add 's' to make a plural noun and other internal plural markers (man-men)</li><li>- change 'y' to 'i' and add 'es' or 'ed'</li><li>- compound words</li><li>- contractions</li><li>- tense markers (ed, s, ing)</li><li>- suffixes</li><li>- prefixes</li><li>- syllabication</li><li>- homonyms</li><li>- word origins ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>4.3.2 a. Spells most words conventionally so that errors do not interfere with communication</p> <p>4.3.2 b. Uses a variety of strategies when spelling unfamiliar words</p> <p>Spelling strategies may include:</p> <ul style="list-style-type: none"><li>- using references (see previous LO)</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- ask someone</li><li>- give it a go</li><li>- guess and check</li><li>- words that sound the same</li><li>- visual memory</li><li>- picture the word</li><li>- different spellings (which one looks right?)</li><li>- word in a word</li><li>- read backwards</li><li>- word relationships (crime/criminal, act/action/activity)</li><li>- exploding words (prefixes and suffixes)</li><li>- spelling doozers</li><li>- break it up (syllabication)</li><li>- mnemonic devices</li><li>- Canadian spelling conventions</li><li>- choose a different word</li><li>- word origin</li><li>- derivational relationships ...</li></ul> <p>See SO for a list of common words spelled differently in Canadian English.</p> |

**Spelling**

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 4.3.2</b></p> <p><b>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</b></p>   | <p><b>Grade 9 Specific Outcome 4.3.2</b></p> <p><b>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p>4.3.2 a. Spells most words conventionally so that errors do not interfere with communication</p> <p>4.3.2 b. Uses a variety of strategies when spelling unfamiliar words</p> <p>Spelling strategies may include:</p> <ul style="list-style-type: none"> <li>- using references (see previous LO)</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- ask someone</li> <li>- give it a go</li> <li>- guess and check</li> <li>- words that sound the same</li> <li>- visual memory</li> <li>- picture the word</li> <li>- different spellings (which one looks right?)</li> <li>- word in a word</li> <li>- read backwards</li> <li>- word relationships (crime/criminal, act/action/activity)</li> <li>- exploding words (prefixes and suffixes)</li> <li>- spelling doozers</li> <li>- break it up (syllabication)</li> <li>- mnemonic devices</li> <li>- Canadian spelling conventions</li> <li>- choose a different word</li> <li>- word origin</li> <li>- derivational relationships ...</li> </ul> <p>See SO for a list of common words spelled differently in Canadian English.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p>4.3.2 a. Spells most words conventionally so that errors do not interfere with communication</p> <p>4.3.2 b. Uses a variety of strategies when spelling unfamiliar words</p> <p>Spelling strategies may include:</p> <ul style="list-style-type: none"> <li>- using references (see previous LO)</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- ask someone</li> <li>- give it a go</li> <li>- guess and check</li> <li>- words that sound the same</li> <li>- visual memory</li> <li>- picture the word</li> <li>- different spellings (which one looks right?)</li> <li>- word in a word</li> <li>- read backwards</li> <li>- word relationships (crime/criminal, act/action/activity)</li> <li>- exploding words (prefixes and suffixes)</li> <li>- spelling doozers</li> <li>- break it up (syllabication)</li> <li>- mnemonic devices</li> <li>- Canadian spelling conventions</li> <li>- choose a different word</li> <li>- word origin</li> <li>- derivational relationships ...</li> </ul> <p>See SO for a list of common words spelled differently in Canadian English.</p> |

**General Outcome:**

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |  |
|--|--|
| <b>Grade 6 Specific Outcome 4.3.2</b><br><br><b>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</b>   | <b>Grade 7 Specific Outcome 4.3.2</b><br><br><b>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.3.2 c. Uses spelling references</b></p> <p>References may include:</p> <ul style="list-style-type: none"><li>- word walls</li><li>- learning centres</li><li>- dictionaries</li><li>- personal dictionaries</li><li>- informational texts</li><li>- atlases, maps</li><li>- spell-check function</li><li>- timelines</li><li>- charts</li><li>- graphs</li><li>- titles</li><li>- thesaurus</li><li>- dictionary and thesaurus in computer writing programs</li><li>- Internet ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.3.2 c. Uses an editing process to check and correct spelling</b></p> <p>Editing strategies may include:</p> <ul style="list-style-type: none"><li>- self-editing</li><li>- peer-editing</li><li>- reading it aloud</li><li>- rereading</li><li>- rereading and self-correcting</li><li>- reading backwards (sentence by sentence)</li><li>- using mnemonic devices (SLURP, COPS, CROPS, etc.)</li><li>- using editing checklists</li><li>- using a dictionary</li><li>- using a grade appropriate handbook</li><li>- proof reading</li><li>- personalized proof reading (searching for errors you typically make)</li><li>- reading for trouble (for errors, for understanding)</li><li>- start with sentences-consider words-check for spelling-grammar-punctuation ...</li></ul> |

Spelling

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 4.3.2</b><br/>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</p>   | <p><b>Grade 9 Specific Outcome 4.3.2</b><br/>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p><b>4.3.2 c. Uses an editing process to check and correct spelling</b></p> <p>Editing strategies may include:</p> <ul style="list-style-type: none"><li>- self-editing</li><li>- peer-editing</li><li>- reading it aloud</li><li>- rereading</li><li>- rereading and self-correcting</li><li>- reading backwards (sentence by sentence)</li><li>- using mnemonic devices (SLURP, COPS, CROPS, etc.)</li><li>- using editing checklists</li><li>- using a dictionary</li><li>- using a grade appropriate handbook</li><li>- proof reading</li><li>- personalized proof reading (searching for errors you typically make)</li><li>- reading for trouble (for errors, for understanding)</li><li>- start with sentences-consider words-check for spelling-grammar-punctuation ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p><b>4.3.2 c. Uses an editing process to check and correct spelling</b></p> <p>Editing strategies may include:</p> <ul style="list-style-type: none"><li>- self-editing</li><li>- peer-editing</li><li>- reading it aloud</li><li>- rereading</li><li>- rereading and self-correcting</li><li>- reading backwards (sentence by sentence)</li><li>- using mnemonic devices (SLURP, COPS, CROPS, etc.)</li><li>- using editing checklists</li><li>- using a dictionary</li><li>- using a grade appropriate handbook</li><li>- proof reading</li><li>- personalized proof reading (searching for errors you typically make)</li><li>- reading for trouble (for errors, for understanding)</li><li>- start with sentences-consider words-check for spelling-grammar-punctuation ...</li></ul> |

**General Outcome:**

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |  |
|--|--|
| <b>Grade 6 Specific Outcome 4.3.2</b><br><br><b>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</b>   | <b>Grade 7 Specific Outcome 4.3.2</b><br><br><b>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</b>                   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.3.2 d. Uses spelling strategies</b></p> <p>Spelling strategies may include:</p> <ul style="list-style-type: none"><li>- using references (see previous LO)</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- ask someone</li><li>- give it a go</li><li>- guess and check</li><li>- words that sound the same</li><li>- visual memory</li><li>- picture the word</li><li>- different spellings (which one looks right?)</li><li>- word in a word</li><li>- read backwards</li><li>- word relationships (crime/criminal, act/action/activity)</li><li>- exploding words (prefixes and suffixes)</li><li>- spelling doozers</li><li>- break it up (syllabication)</li><li>- mnemonic devices</li><li>- Canadian spelling conventions</li><li>- choose a different word</li><li>- word origins ...</li></ul> <p>See SO for a list of common words spelled differently in Canadian English.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.3.2 . Information is on previous page(s)</b></p> |

Spelling

**Grade 8 Specific Outcome 4.3.2**

Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources

**Grade 9 Specific Outcome 4.3.2**

Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources

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

By the end of Grade 8 the student ...

4.3.2 . Information is on previous page(s)

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

By the end of Grade 9 the student ...

4.3.2 . Information is on previous page(s)

**General Outcome:**

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |  |
|--|--|
| <b>Grade 6 Specific Outcome 4.3.2</b><br><br><b>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</b>   | <b>Grade 7 Specific Outcome 4.3.2</b><br><br><b>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</b>                   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.3.2 e. Participates in an editing process to check spelling, with guidance</b></p> <p>Editing strategies may include:</p> <ul style="list-style-type: none"><li>- self-editing</li><li>- peer-editing</li><li>- reading it aloud</li><li>- rereading</li><li>- rereading and self-correcting</li><li>- reading backwards (sentence by sentence)</li><li>- using mnemonic devices (SLURP, COPS, CROPS, etc.)</li><li>- using editing checklists</li><li>- using a dictionary</li><li>- using a grade appropriate handbook</li><li>- proof reading</li><li>- personalized proof reading (searching for errors you typically make)</li><li>- reading for trouble (for errors, for understanding)</li><li>- start with sentences-consider words-check for spelling-grammar-punctuation ...</li></ul> <p><b>4.3.2 f. Uses spell check, dictionaries, and thesauri on the computer</b></p> <p>*applicable where technology is available</p> <p>*Keep in mind Canadian spelling options in computer writing programs.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.3.2 . Information is on previous page(s)</b></p> |

## Attend to Conventions

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### Spelling

|  |  |
|--|--|
| <p><b>Grade 8 Specific Outcome 4.3.2</b><br/>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</p>        | <p><b>Grade 9 Specific Outcome 4.3.2</b><br/>Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources</p>        |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p>4.3.2 . Information is on previous page(s)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p>4.3.2 . Information is on previous page(s)</p> |

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

### 6 Specific Outcome 4.3.3

**Use an editing process to check for punctuation and capitalization**

\*When writing, "content and ideas" and "organization" play more of a role than "conventions of writing" or "vocabulary and sentence structure". In first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

#### General Example(s)

Editing strategies may include:

- self-editing
- peer-editing
- read it aloud
- rereading
- reread and self-correct
- read backwards (sentence by sentence)
- mnemonic devices (SLURP, COPS, CROPS, etc.)
- editing checklists
- using a dictionary
- using a grade appropriate handbook
- proof reading
- personalized proof reading (read for errors you typically make, read for understanding)
- start with sentences-consider words-check for spelling-grammar-punctuation
- using grammar checkers ...

#### Specific Outcome Links

Text Features (2.1.3)

Cueing Systems (2.1.4)

### 7 Specific Outcome 4.3.3

**Use an editing process to check for punctuation and capitalization**

\*When writing, "content and ideas" and "organization" play more of a role than "conventions of writing" or "vocabulary and sentence structure". In first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

#### General Example(s)

Editing strategies may include:

- self-editing
- peer-editing
- read it aloud
- rereading
- reread and self-correct
- read backwards (sentence by sentence)
- mnemonic devices (SLURP, COPS, CROPS, etc.)
- editing checklists
- using a dictionary
- using a grade appropriate handbook
- proof reading
- personalized proof reading (read for errors you typically make, read for understanding)
- start with sentences-consider words-check for spelling-grammar-punctuation
- using grammar checkers ...

#### Specific Outcome Links

Text Features (2.1.3)

Cueing Systems (2.1.4)

**Capitalization and Punctuation****8 Specific Outcome 4.3.3**

**Use an editing process to check for punctuation and capitalization**

\*When writing, "content and ideas" and "organization" play more of a role than "conventions of writing" or "vocabulary and sentence structure". In first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

**General Example(s)**

Editing strategies may include:

- self-editing
- peer-editing
- read it aloud
- rereading
- reread and self-correct
- read backwards (sentence by sentence)
- mnemonic devices (SLURP, COPS, CROPS, etc.)
- editing checklists
- using a dictionary
- using a grade appropriate handbook
- proof reading
- personalized proof reading (read for errors you typically make, read for understanding)
- start with sentences-consider words-check for spelling-grammar-punctuation
- using grammar checkers ...

**Specific Outcome Links**

Text Features (2.1.3)

Cueing Systems (2.1.4)

**9 Specific Outcome 4.3.3**

**Use an editing process to check for punctuation and capitalization**

\*When writing, "content and ideas" and "organization" play more of a role than "conventions of writing" or "vocabulary and sentence structure". In first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

\*Writing process stages include:

- pre-writing
- drafting
- writing
- revising
- editing
- publishing

**General Example(s)**

Editing strategies may include:

- self-editing
- peer-editing
- read it aloud
- rereading
- reread and self-correct
- read backwards (sentence by sentence)
- mnemonic devices (SLURP, COPS, CROPS, etc.)
- editing checklists
- using a dictionary
- using a grade appropriate handbook
- proof reading
- personalized proof reading (read for errors you typically make, read for understanding)
- start with sentences-consider words-check for spelling-grammar-punctuation
- using grammar checkers ...

**Specific Outcome Links**

Text Features (2.1.3)

Cueing Systems (2.1.4)

## General Outcome:

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.3.3</b></p> <p><b>Use an editing process to check for punctuation and capitalization</b></p>  | <p><b>Grade 7 Specific Outcome 4.3.3</b></p> <p><b>Use an editing process to check for punctuation and capitalization</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.3.3 a. Applies rules of capitalization in personal representations</b></p> <p>*Capitalization rules appropriate in grade six:<br/>- proper nouns (names, places)<br/>- pronoun 'I'<br/>- months of the year<br/>- days of the week<br/>- holidays (Christmas, Thanksgiving)<br/>- titles (books, stories, poems, films, magazines, television programs, subtitles)<br/>- beginnings of sentences<br/>- personal titles (Ms., Mr., Mrs., Dr.)<br/>- first word within quotation marks</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p><b>4.3.3 b. Applies rules for punctuation in personal representations</b></p> <p>*Punctuation rules appropriate in grade six:<br/>- periods at the end of simple sentences<br/>- periods at the end of compound sentences<br/>- question marks<br/>- exclamation marks<br/>- period after an abbreviation<br/>- quotation marks (including new paragraph for each new speaker)<br/>- commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)<br/>- apostrophes (possessives, contractions)<br/>- commas to signal subordinate clauses (pauses)<br/>- colons and semicolons<br/>- dashes</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.3.3 a. Capitalizes most words conventionally so that errors do not interfere with communication</b></p> <p>*Capitalization rules appropriate in grade seven:<br/>- proper nouns (names, places)<br/>- pronoun 'I'<br/>- months of the year<br/>- days of the week<br/>- holidays (Christmas, Thanksgiving)<br/>- titles (books, stories, poems, films, magazines, television programs, subtitles)<br/>- beginnings of sentences<br/>- personal titles (Ms., Mr., Mrs., Dr.)<br/>- first word within quotation marks</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> |

**Capitalization and Punctuation**

**Grade 8 Specific Outcome 4.3.3**

**Use an editing process to check for punctuation and capitalization**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

**4.3.3 a. Capitalizes most words conventionally so that errors do not interfere with communication**

\*Capitalization rules appropriate in grade eight:

- proper nouns (names, places)
- pronoun 'I'
- months of the year
- days of the week
- holidays (Christmas, Thanksgiving)
- titles (books, stories, poems, films, magazines, television programs, subtitles)
- beginnings of sentences
- personal titles (Ms., Mr., Mrs., Dr.)
- first word within quotation marks

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

**Grade 9 Specific Outcome 4.3.3**

**Use an editing process to check for punctuation and capitalization**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

**4.3.3 a. Capitalizes most words conventionally so that errors do not interfere with communication**

\*Capitalization rules appropriate in grade nine:

- proper nouns (names, places)
- pronoun 'I'
- months of the year
- days of the week
- holidays (Christmas, Thanksgiving)
- titles (books, stories, poems, films, magazines, television programs, subtitles)
- beginnings of sentences
- personal titles (Ms., Mr., Mrs., Dr.)
- first word within quotation marks

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.3.3</b></p> <p><b>Use an editing process to check for punctuation and capitalization</b></p>  | <p><b>Grade 7 Specific Outcome 4.3.3</b></p> <p><b>Use an editing process to check for punctuation and capitalization</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.3.3 c. Participates in an <u>editing process</u> to edit for punctuation and capitalization, with guidance</b></p> <p>*The measurables of Capitalization and Punctuation are itemized in the two previous Learning Outcomes.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- writing process</li><li>- conferencing</li><li>- interactive writing</li><li>- teacher modelling</li><li>- mini-lessons ...</li></ul> <p>Editing strategies may include:</p> <ul style="list-style-type: none"><li>- self-editing</li><li>- peer-editing</li><li>- read it aloud</li><li>- read with teacher</li><li>- rereading</li><li>- rereading and self-correcting</li><li>- reading backwards (sentence by sentence)</li><li>- using mnemonic devices (SLURP, COPS, CROPS, etc.)</li><li>- using editing checklists</li><li>- using a dictionary</li><li>- using a grade appropriate handbook</li><li>- proof reading</li><li>- personalized proof reading (searching for errors you typically make)</li><li>- reading for trouble (for errors, for understanding)</li><li>- start with sentences-consider words-check for spelling-grammar-punctuation ...</li></ul> <p><b>4.3.3 d. Edits for punctuation and capitalization with computer</b></p> <p>*applicable where technology is available</p> <p>*The measurables of Capitalization and Punctuation are itemized in the preceding Learning Outcomes (a and b).</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.3.3 b. Applies rules for punctuation correctly in most writing so that errors do not interfere with communication</b></p> <p>*Punctuation rules appropriate in grade seven:</p> <ul style="list-style-type: none"><li>- periods at the end of simple sentences</li><li>- periods at the end of compound sentences</li><li>- question marks</li><li>- exclamation marks</li><li>- period after an abbreviation</li><li>- quotation marks (including new paragraph for each new speaker)</li><li>- commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)</li><li>- apostrophes (possessives, contractions)</li><li>- commas to signal subordinate clauses (pauses)</li><li>- colons and semicolons</li><li>- dashes</li><li>- ellipses</li><li>- parentheses</li><li>- slashes</li><li>- hyphens ...</li></ul> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> |

**Capitalization and Punctuation**

|   |  |
|---|--|
| <p><b>Grade 8 Specific Outcome 4.3.3</b></p> <p><b>Use an editing process to check for punctuation and capitalization</b></p>   | <p><b>Grade 9 Specific Outcome 4.3.3</b></p> <p><b>Use an editing process to check for punctuation and capitalization</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p>4.3.3 b. <b>Applies rules for punctuation correctly in most writing so that errors do not interfere with communication</b></p> <p>*Punctuation rules appropriate in grade eight:</p> <ul style="list-style-type: none"> <li>- periods at the end of simple sentences</li> <li>- periods at the end of compound sentences</li> <li>- question marks</li> <li>- exclamation marks</li> <li>- period after an abbreviation</li> <li>- quotation marks (including new paragraph for each new speaker)</li> <li>- commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)</li> <li>- apostrophes (possessives, contractions)</li> <li>- commas to signal subordinate clauses (pauses)</li> <li>- colons and semicolons</li> <li>- dashes</li> <li>- ellipses</li> <li>- parentheses</li> <li>- slashes</li> <li>- hyphens ...</li> </ul> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p>4.3.3 b. <b>Applies rules for punctuation correctly in most writing so that errors do not interfere with communication</b></p> <p>*Punctuation rules appropriate in grade nine:</p> <ul style="list-style-type: none"> <li>- periods at the end of simple sentences</li> <li>- periods at the end of compound sentences</li> <li>- question marks</li> <li>- exclamation marks</li> <li>- period after an abbreviation</li> <li>- quotation marks (including new paragraph for each new speaker)</li> <li>- commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)</li> <li>- apostrophes (possessives, contractions)</li> <li>- commas to signal subordinate clauses (pauses)</li> <li>- colons and semicolons</li> <li>- dashes</li> <li>- ellipses</li> <li>- parentheses</li> <li>- slashes</li> <li>- hyphens ...</li> </ul> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> |

**General Outcome:**

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|   |  |
|---|--|
| <b>Grade 6 Specific Outcome 4.3.3</b><br><br><b>Use an editing process to check for punctuation and capitalization</b>  | <b>Grade 7 Specific Outcome 4.3.3</b><br><br><b>Use an editing process to check for punctuation and capitalization</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>4.3.3 . <b>Information is on previous page(s)</b></p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>4.3.3 c. <b>Uses an <u>editing process</u> to check and correct capitalization and punctuation</b></p> <p>*The measurables of Capitalization and Punctuation are itemized in the two previous Learning Outcomes.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- writing process</li><li>- conferencing</li><li>- interactive writing</li><li>- teacher modelling</li><li>- mini-lessons ...</li></ul> <p>Editing strategies may include:</p> <ul style="list-style-type: none"><li>- self-editing</li><li>- peer-editing</li><li>- read it aloud</li><li>- read with teacher</li><li>- rereading</li><li>- rereading and self-correcting</li><li>- reading backwards (sentence by sentence)</li><li>- using mnemonic devices (SLURP, COPS, CROPS, etc.)</li><li>- using editing checklists</li><li>- using a dictionary</li><li>- using a grade appropriate handbook</li><li>- proof reading</li><li>- personalized proof reading (searching for errors you typically make)</li><li>- reading for trouble (for errors, for understanding)</li><li>- start with sentences-consider words-check for spelling-grammar-punctuation ...</li></ul> <p>4.3.3 d. <b>Edits for punctuation and capitalization with computer</b></p> <p>*applicable where technology is available</p> <p>*The measurables of Capitalization and Punctuation are itemized in the preceding Learning Outcomes (a and b).</p> |

**Capitalization and Punctuation**

**Grade 8 Specific Outcome 4.3.3**

**Use an editing process to check for punctuation and capitalization**

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

**By the end of Grade 8 the student ...**

**4.3.3 c. Uses an editing process to check and correct capitalization and punctuation**

\*The measurables of Capitalization and Punctuation are itemized in the two previous Learning Outcomes.

Suggested activities:

- writing process
- conferencing
- interactive writing
- teacher modelling
- mini-lessons ...

Editing strategies may include:

- self-editing
- peer-editing
- read it aloud
- read with teacher
- rereading
- rereading and self-correcting
- reading backwards (sentence by sentence)
- using mnemonic devices (SLURP, COPS, CROPS, etc.)
- using editing checklists
- using a dictionary
- using a grade appropriate handbook
- proof reading
- personalized proof reading (searching for errors you typically make)
- reading for trouble (for errors, for understanding)
- start with sentences-consider words-check for spelling-grammar-punctuation ...

**4.3.3 d. Edits for punctuation and capitalization with computer**

\*applicable where technology is available

\*The measurables of Capitalization and Punctuation are itemized in the preceding Learning Outcomes (a and b).

**Grade 9 Specific Outcome 4.3.3**

**Use an editing process to check for punctuation and capitalization**

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

**By the end of Grade 9 the student ...**

**4.3.3 c. Uses an editing process to check and correct capitalization and punctuation**

\*The measurables of Capitalization and Punctuation are itemized in the two previous Learning Outcomes.

Suggested activities:

- writing process
- conferencing
- interactive writing
- teacher modelling
- mini-lessons ...

Editing strategies may include:

- self-editing
- peer-editing
- read it aloud
- read with teacher
- rereading
- rereading and self-correcting
- reading backwards (sentence by sentence)
- using mnemonic devices (SLURP, COPS, CROPS, etc.)
- using editing checklists
- using a dictionary
- using a grade appropriate handbook
- proof reading
- personalized proof reading (searching for errors you typically make)
- reading for trouble (for errors, for understanding)
- start with sentences-consider words-check for spelling-grammar-punctuation ...

**4.3.3 d. Edits for punctuation and capitalization with computer**

\*applicable where technology is available

\*The measurables of Capitalization and Punctuation are itemized in the preceding Learning Outcomes (a and b).

## **General Outcome:**

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

### **6 Specific Outcome 4.4.1**

#### **Present and/or publish texts (oral, print, and other media)**

\*Keep in mind that the purpose of enhancement is to better engage (attract and sustain) the audience.

\*Presentations require planning and time for supported/scaffolded rehearsal.

#### **General Example(s)**

Presentations occur in a variety of forms:

- artistic
- dramatic
- musical
- numeric
- scientific
- historic
- textual
- multimedia
- computer-generated ...

For further suggestions see Examples of Forms of Expressive Language, in NWT-ELA Support documents.

#### **Specific Outcome Links**

Elements of Texts (2.3.2)

Word Choice and Artistry of Texts (2.3.3)

Appraise Own and Others' Work (4.2.1)

Revise Content (4.2.2)

Enhance Artistry (4.2.4)

### **7 Specific Outcome 4.4.1**

#### **Present and/or publish texts (oral, print, and other media)**

\*Keep in mind that the purpose of enhancement is to better engage (attract and sustain) the audience.

\*Presentations require planning and time for supported/scaffolded rehearsal.

#### **General Example(s)**

Presentations occur in a variety of forms:

- artistic
- dramatic
- musical
- numeric
- scientific
- historic
- textual
- multimedia
- computer-generated ...

For further suggestions see Examples of Forms of Expressive Language, in NWT-ELA Support documents.

#### **Specific Outcome Links**

Elements of Texts (2.3.2)

Word Choice and Artistry of Texts (2.3.3)

Appraise Own and Others' Work (4.2.1)

Revise Content (4.2.2)

Enhance Artistry (4.2.4)

Effective Presentations

**8 Specific Outcome 4.4.1**

**Present and/or publish texts (oral, print, and other media)**

\*Keep in mind that the purpose of enhancement is to better engage (attract and sustain) the audience.

\*Presentations require planning and time for supported/scaffolded rehearsal.

**General Example(s)**

Presentations occur in a variety of forms:

- artistic
- dramatic
- musical
- numeric
- scientific
- historic
- textual
- multimedia
- computer-generated ...

For further suggestions see Examples of Forms of Expressive Language, in NWT-ELA Support documents.

**Specific Outcome Links**

Elements of Texts (2.3.2)

Word Choice and Artistry of Texts (2.3.3)

Appraise Own and Others' Work (4.2.1)

Revise Content (4.2.2)

Enhance Artistry (4.2.4)

**9 Specific Outcome 4.4.1**

**Present and/or publish texts (oral, print, and other media)**

\*Keep in mind that the purpose of enhancement is to better engage (attract and sustain) the audience.

\*Presentations require planning and time for supported/scaffolded rehearsal.

**General Example(s)**

Presentations occur in a variety of forms:

- artistic
- dramatic
- musical
- numeric
- scientific
- historic
- textual
- multimedia
- computer-generated ...

For further suggestions see Examples of Forms of Expressive Language, in NWT-ELA Support documents.

**Specific Outcome Links**

Elements of Texts (2.3.2)

Word Choice and Artistry of Texts (2.3.3)

Appraise Own and Others' Work (4.2.1)

Revise Content (4.2.2)

Enhance Artistry (4.2.4)

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 4.4.1</b><br/><b>Present and/or publish texts (oral, print, and other media)</b></p>  | <p><b>Grade 7 Specific Outcome 4.4.1</b><br/><b>Present and/or publish texts (oral, print, and other media)</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.4.1 a. Experiments with techniques to enhance presentation of oral, print, and other media texts</b></p> <p>*Appropriate presentation techniques in grade six:</p> <ul style="list-style-type: none"><li>- titles, subtitles</li><li>- illustrations</li><li>- photographs</li><li>- colour</li><li>- music and/or sounds</li><li>- printed texts</li><li>- type size</li><li>- volume</li><li>- simple graphics: diagrams, charts, graphs, tables, timelines, maps</li><li>- costumes</li><li>- props (slides, artifacts, pictures ...)</li><li>- expression</li><li>- openings</li><li>- closings</li><li><b>- tone</b></li><li><b>- mood</b></li><li><b>- key ideas (emphasizing)</b></li></ul> <p>May say:</p> <p>"We could set the mood with our music or with the lights. What do you think would be best for a grade two audience?"</p> <p>"We repeated our most important points at the end of our debate to make sure our audience got it. It is kind of like at the end of a trial; the lawyers repeat the things they want the jury to remember."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.4.1 a. Uses a variety of techniques to engage audience and present texts (oral, print, and other media) effectively</b></p> <p>*<b><u>Presentation</u></b> techniques to maintain from previous grades:</p> <ul style="list-style-type: none"><li>- titles, subtitles</li><li>- illustrations, photographs, colour</li><li>- music, sounds, volume</li><li>- printed texts</li><li>- type size, font</li><li>- simple graphics</li><li>- props (slides, artifacts, pictures ...), costumes</li><li>- openings, closings</li><li>- tone, mood, expression</li><li>- key ideas (emphasizing)</li></ul> <p>*<b><u>Audience engagement</u></b> techniques to maintain from previous grades:</p> <ul style="list-style-type: none"><li>- understands the purpose for the presentation</li><li>- faces the audience and introduces self</li><li>- makes eye contact (culturally appropriate)</li><li>- uses appropriate body language (posture and gestures)</li><li>- uses varied supports (props, artifacts, diagrams, ...)</li><li>- uses complete sentences</li><li>- uses specific vocabulary (theme/content related)</li><li>- responds to audience questions</li><li>- speaks clearly and fluently (pacing, phrasing)</li><li>- varies voice (intonation and expression) appropriately for emphasis</li><li>- follows a logical sequence for the topic</li><li>- introduces presentation purposefully to capture audience attention</li><li>- chooses/adapts form of presentation to match audience</li><li>- arranges presentation space to focus audience</li><li>- displays enthusiasm for topic</li><li>- varies facial expression appropriately</li><li>- leaves time for questions or comments</li><li>- draws attention to important information or facts</li><li>- concludes with summary of main ideas, points, strong statement, arguments ...</li></ul> |

### Effective Presentations

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 4.4.1</b><br/> <b>Present and/or publish texts (oral, print, and other media)</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>4.4.1 a. Uses a variety of techniques to engage audience and present texts (oral, print, and other media) effectively</b></p> <p>*<b>Presentation</b> techniques to maintain from previous grades:</p> <ul style="list-style-type: none"> <li>- titles, subtitles</li> <li>- illustrations, photographs, colour</li> <li>- music, sounds, volume</li> <li>- printed texts</li> <li>- type size, font</li> <li>- simple graphics</li> <li>- props (slides, artifacts, pictures ...), costumes</li> <li>- openings, closings</li> <li>- tone, mood, expression</li> <li>- key ideas (emphasizing)</li> </ul> <p>*<b>Audience engagement</b> techniques to maintain from previous grades:</p> <ul style="list-style-type: none"> <li>- understands the purpose for the presentation</li> <li>- faces the audience and introduces self</li> <li>- makes eye contact (culturally appropriate)</li> <li>- uses appropriate body language (posture and gestures)</li> <li>- uses varied supports (props, artifacts, diagrams, ...)</li> <li>- uses complete sentences</li> <li>- uses specific vocabulary (theme/content related)</li> <li>- responds to audience questions</li> <li>- speaks clearly and fluently (pacing, phrasing)</li> <li>- varies voice (intonation and expression) appropriately for emphasis</li> <li>- follows a logical sequence for the topic</li> <li>- introduces presentation purposefully to capture audience attention</li> <li>- chooses/adapts form of presentation to match audience</li> <li>- arranges presentation space to focus audience</li> <li>- displays enthusiasm for topic</li> <li>- varies facial expression appropriately</li> <li>- leaves time for questions or comments</li> <li>- draws attention to important information or facts</li> <li>- concludes with summary of main ideas, points, strong statement, arguments ...</li> </ul> | <p><b>Grade 9 Specific Outcome 4.4.1</b><br/> <b>Present and/or publish texts (oral, print, and other media)</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>4.4.1 a. Uses a variety of techniques to engage audience and present texts (oral, print, and other media) effectively</b></p> <p>*<b>Presentation</b> techniques to maintain from previous grades:</p> <ul style="list-style-type: none"> <li>- titles, subtitles</li> <li>- illustrations, photographs, colour</li> <li>- music, sounds, volume</li> <li>- printed texts</li> <li>- type size, font</li> <li>- simple graphics</li> <li>- props (slides, artifacts, pictures ...), costumes</li> <li>- openings, closings</li> <li>- tone, mood, expression</li> <li>- key ideas (emphasizing)</li> </ul> <p>*<b>Audience engagement</b> techniques to maintain from previous grades:</p> <ul style="list-style-type: none"> <li>- understands the purpose for the presentation</li> <li>- faces the audience and introduces self</li> <li>- makes eye contact (culturally appropriate)</li> <li>- uses appropriate body language (posture and gestures)</li> <li>- uses varied supports (props, artifacts, diagrams, ...)</li> <li>- uses complete sentences</li> <li>- uses specific vocabulary (theme/content related)</li> <li>- responds to audience questions</li> <li>- speaks clearly and fluently (pacing, phrasing)</li> <li>- varies voice (intonation and expression) appropriately for emphasis</li> <li>- follows a logical sequence for the topic</li> <li>- introduces presentation purposefully to capture audience attention</li> <li>- chooses/adapts form of presentation to match audience</li> <li>- arranges presentation space to focus audience</li> <li>- displays enthusiasm for topic</li> <li>- varies facial expression appropriately</li> <li>- leaves time for questions or comments</li> <li>- draws attention to important information or facts</li> <li>- concludes with summary of main ideas, points, strong statement, arguments ...</li> </ul> |
|---|---|

## General Outcome:

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 4.4.1</b><br/>Present and/or publish texts (oral, print, and other media)</p>   | <p><b>Grade 7 Specific Outcome 4.4.1</b><br/>Present and/or publish texts (oral, print, and other media)</p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p><b>4.4.1 b. Engages (attracts and sustains) the audience</b></p> <p>*Form of presentation determines which audience engagement techniques are appropriate.</p> <p>*Audience engagement techniques <u>required</u> in grade six:</p> <ul style="list-style-type: none"><li>- asks questions</li><li>- leaves time for questions or comments</li><li>- draws attention to important information or facts</li><li>- concludes with summary of main ideas, points, strong statement, arguments, ...</li></ul> <p>*To maintain from previous grades:</p> <ul style="list-style-type: none"><li>- understands the purpose for the presentation</li><li>- speaks with a clear voice</li><li>- faces the audience and introduces self</li><li>- makes eye contact (culturally appropriate)</li><li>- uses appropriate body language (posture and gestures)</li><li>- uses varied supports (props, artifacts, diagrams, illustrations, photographs, slides, music, sound effects ...)</li><li>- maintains topic</li><li>- uses complete sentences</li><li>- uses specific vocabulary (theme/content related)</li><li>- responds to audience questions</li><li>- speaks fluently (pacing, phrasing)</li><li>- varies voice (intonation and expression) appropriately for emphasis (some situations require conversational voice, some situations or phrases require more/less volume ...)</li><li>- follows a logical sequence for the topic (based on pre-established plan)</li><li>- introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures ...)</li><li>- chooses/adapts form of presentation to match audience</li><li>- arranges presentation space to focus audience</li><li>- displays enthusiasm for topic</li><li>- varies facial expression appropriately</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p><b>4.4.1 b. Experiments with media to enhance presentations</b></p> <p>*where technology is available</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- audio</li><li>- MP3</li><li>- videos</li><li>- CDs</li><li>- digital imagery</li><li>- interactive media</li><li>- websites</li><li>- pod casts</li><li>- webinars</li><li>- SmartBoards</li><li>- wikis</li><li>- blogs</li><li>- Powerpoints</li><li>- maps</li><li>- graphs</li><li>- digital cameras ...</li></ul> <p><b>4.4.1 c. Evaluates the effectiveness of presentation of texts (oral, print, and other media) on audience</b></p> <p>May say:</p> <p>"I think that having the vignettes about ways to play nicely on the playground really helped the grade ones understand how they can be safe on the playground equipment."</p> <p>"I don't think the Elders really understood what was being said on the video. I wonder if the background music was too loud. Some of them don't hear very well any more..."</p> |

Effective Presentations

**Grade 8 Specific Outcome 4.4.1**

**Present and/or publish texts (oral, print, and other media)**

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

**By the end of Grade 8 the student ...**

**4.4.1 b. Experiments with media to enhance presentations**

\*where technology is available

Examples may include:

- audio
- MP3
- videos
- CDs
- digital imagery
- interactive media
- websites
- pod casts
- webinars
- SmartBoards
- wikis
- blogs
- Powerpoints
- maps
- graphs
- digital cameras ...

**4.4.1 c. Evaluates the effectiveness of presentation of texts (oral, print, and other media) on audience**

May say:

"The brochure was good, but I think we had too much text. Some people didn't want to read that much. Next time, maybe we should make our key points with bullets instead of writing it all out."

"The music we used in the play had too much background noise and static, so it was quite distracting for the audience."

**Grade 9 Specific Outcome 4.4.1**

**Present and/or publish texts (oral, print, and other media)**

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

**By the end of Grade 9 the student ...**

**4.4.1 b. Experiments with media to enhance presentations**

\*where technology is available

Examples may include:

- audio
- MP3
- videos
- CDs
- digital imagery
- interactive media
- websites
- pod casts
- webinars
- SmartBoards
- wikis
- blogs
- Powerpoints
- maps
- graphs
- digital cameras ...

**4.4.1 c. Evaluates the effectiveness of presentation of texts (oral, print, and other media) on audience**

May say:

"We scanned the posters and added the key messages in different colours and fonts. Some of them looked good, but some looked cluttered and it was hard to figure out what the message was really supposed to be. I wonder if there's someone in town who could help us with the layout..."

**General Outcome:**

**Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.**

|   |  |
|---|--|
| <b>Grade 6 Specific Outcome 4.4.1</b><br><b>Present and/or publish texts (oral, print, and other media)</b>   | <b>Grade 7 Specific Outcome 4.4.1</b><br><b>Present and/or publish texts (oral, print, and other media)</b>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>4.4.1 c. Experiments with media to enhance presentation of oral, print, and other media texts</b></p> <p>*where technology is available</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- audio</li><li>- videos</li><li>- CDs</li><li>- visuals</li><li>- bulletin boards</li><li>- Powerpoints</li><li>- maps</li><li>- graphs</li><li>- digital cameras</li><li>- digital imagery</li><li>- interactive media</li><li>- blogs</li><li>- wikis</li><li>- web cast</li><li>- SmartBoards ...</li></ul> <p>May say:</p> <p>"What if we did the play on video? Then we could put in sound effects and music, and play with the lights. If we do it all in front of our audience we'll be running around and it'll be very confusing or we'll have to get more people to help."</p> <p><b>4.4.1 d. Evaluates the effectiveness of presentation of texts (oral, print, and other media) on audience, with guidance</b></p> <p>May say:</p> <p>"We had all kinds of fonts in our first magazine page and we took most of them out. It was just too busy and would distract our readers."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>4.4.1 . Information is on previous page(s)</b></p> |

Effective Presentations

**Grade 8 Specific Outcome 4.4.1**

**Present and/or publish texts (oral, print, and other media)**

**Grade 9 Specific Outcome 4.4.1**

**Present and/or publish texts (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

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

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

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



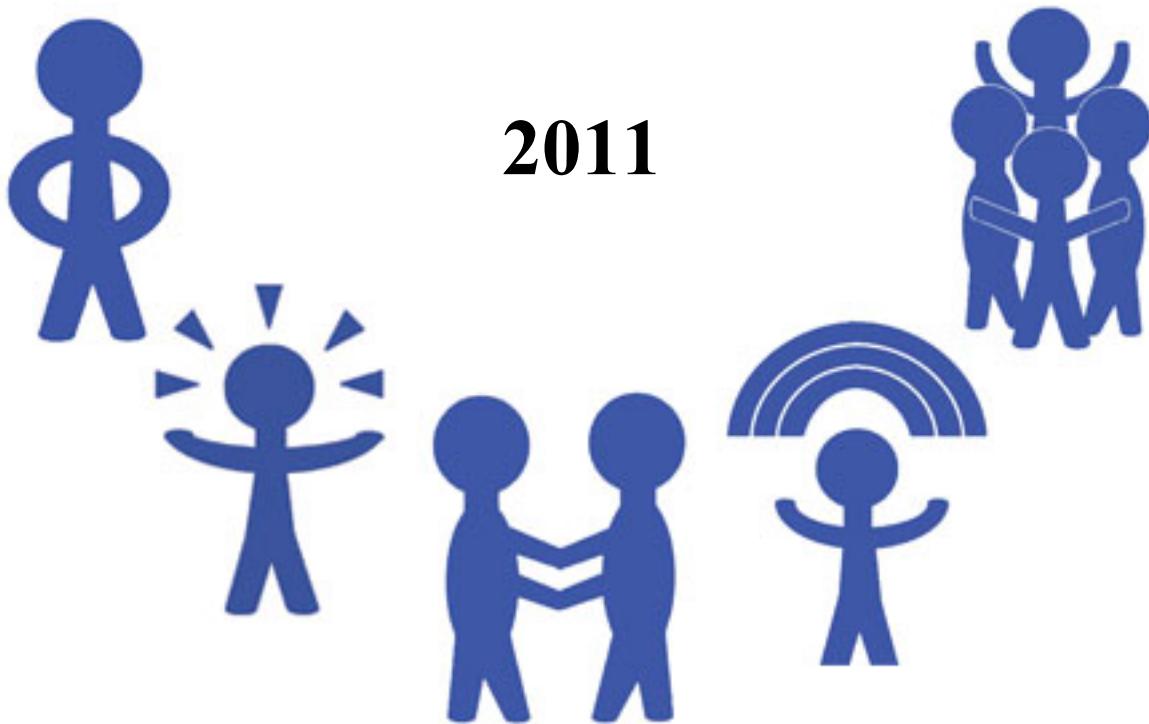
**NORTHWEST TERRITORIES**

**GRADE 6 TO GRADE 9**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**2011**



**GENERAL OUTCOME 5**

**General Outcome 5**



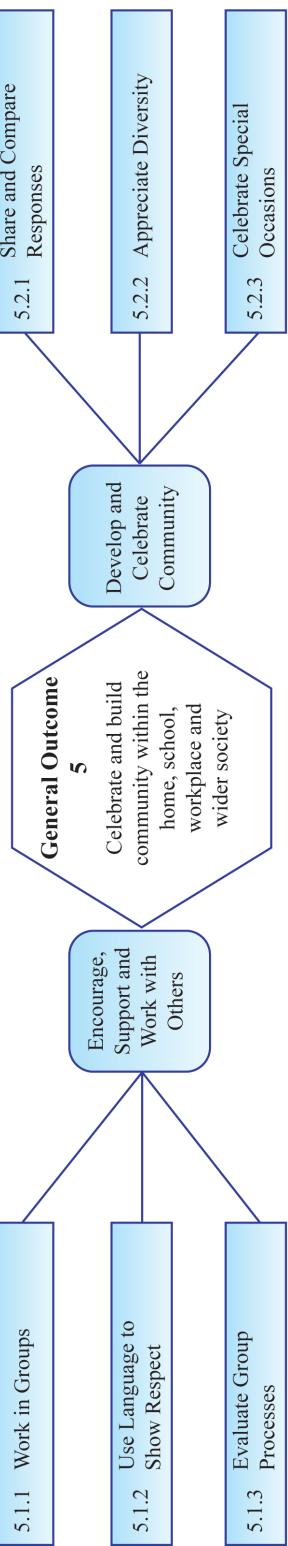
**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students

share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

### 6 Specific Outcome 5.1.1

**Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making**

\*Guided practice is required when learning how to cooperate in group activities. Cooperation and collaboration need to be taught.

\*Group processes include:

communication: taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback

participation: following directions, following procedures

decision making: solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree

role fulfillment: accepting responsibility

#### General Example(s)

Suggested activities:

- cooperative learning centres
- cooperative games and activities
- sharing circles
- literature circles
- exploratory talks
- projects
- experiments
- shared writing
- shared reading
- collaborative writing
- debriefing sessions ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Identify Sources of Information (3.2.1)

Revise Content (4.2.2)

Use Language to Show Respect (5.1.2)

### 7 Specific Outcome 5.1.1

**Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups**

\*Guided practice is required when learning how to cooperate in group activities. Cooperation and collaboration need to be taught.

\*Group processes include:

communication: taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback

participation: following directions, following procedures

decision making: solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree

role fulfillment: accepting responsibility

#### General Example(s)

Suggested activities:

- cooperative learning centres
- cooperative games and activities
- sharing circles
- literature circles
- exploratory talks
- projects
- experiments
- shared writing
- shared reading
- collaborative writing
- debriefing sessions ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Identify Sources of Information (3.2.1)

Revise Content (4.2.2)

Use Language to Show Respect (5.1.2)

## Work in Groups

### 8 Specific Outcome 5.1.1

**Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups**

\*Guided practice is required when learning how to cooperate in group activities. Cooperation and collaboration need to be taught.

\*Group processes include:

communication: taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback

participation: following directions, following procedures

decision making: solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree

role fulfillment: accepting responsibility

#### General Example(s)

Suggested activities:

- cooperative learning centres
- cooperative games and activities
- sharing circles
- literature circles
- exploratory talks
- projects
- experiments
- shared writing
- shared reading
- collaborative writing
- debriefing sessions ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Identify Sources of Information (3.2.1)

Revise Content (4.2.2)

Use Language to Show Respect (5.1.2)

### 9 Specific Outcome 5.1.1

**Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups**

\*Guided practice is required when learning how to cooperate in group activities. Cooperation and collaboration need to be taught.

\*Group processes include:

communication: taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback

participation: following directions, following procedures

decision making: solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree

role fulfillment: accepting responsibility

#### General Example(s)

Suggested activities:

- cooperative learning centres
- cooperative games and activities
- sharing circles
- literature circles
- exploratory talks
- projects
- experiments
- shared writing
- shared reading
- collaborative writing
- debriefing sessions ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Identify Sources of Information (3.2.1)

Revise Content (4.2.2)

Use Language to Show Respect (5.1.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 5.1.1</b></p> <p><b>Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making</b></p>  | <p><b>Grade 7 Specific Outcome 5.1.1</b></p> <p><b>Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.1.1 a. Follows pre-established group processes when collaborating with peers to accomplish a task</b></p> <p>*A variety of partnerships and groups may be self-selected or assigned.</p> <p>*Appropriate group processes in grade six:<br/>- decision making: reaching consensus and agreeing to disagree</p> <p>*To maintain from previous grades:<br/>- taking turns<br/>- listening<br/>- sharing ideas and information<br/>- following directions<br/>- accepting responsibility<br/>- offering feedback<br/>- accepting feedback<br/>- responding to others' ideas<br/>- asking and answering relevant questions<br/>- stating expectations<br/>- solving problems<br/>- resolving conflicts<br/>- decision making: majority vs. minority</p> <p>See Evaluate Group Processes (5.1.3)</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.1.1 a. Follows or modifies pre-established group processes when collaborating with peers to accomplish a task</b></p> <p>*A variety of partnerships and groups may be self-selected or assigned.</p> <p>*Appropriate group processes in grade seven:<br/>- drawing conclusions from consensus</p> <p>*To maintain from previous grades:<br/>- taking turns<br/>- listening<br/>- sharing ideas and information<br/>- following directions<br/>- accepting responsibility<br/>- offering feedback<br/>- accepting feedback<br/>- responding to others' ideas<br/>- asking and answering relevant questions<br/>- stating expectations<br/>- solving problems<br/>- resolving conflicts<br/>- decision making: majority vs. minority<br/>- decision making: reaching consensus and agreeing to disagree</p> <p>See Evaluate Group Processes (5.1.3)</p> |

**Work in Groups**

**Grade 8 Specific Outcome 5.1.1**

**Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups**

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

**By the end of Grade 8 the student ...**

**5.1.1 a. Modifies or creates group processes when collaborating with peers to accomplish a task**

\*A variety of partnerships and groups may be self-selected or assigned.

\*Appropriate group processes in grade eight:  
 - advocating points of view that recognize others' ideas, to advance the thinking of the group  
 - using opportunities as a group member to contribute to group goals/extend own learning

\*To maintain from previous grades:  
 - taking turns  
 - listening  
 - sharing ideas and information  
 - following directions  
 - accepting responsibility  
 - offering feedback  
 - accepting feedback  
 - responding to others' ideas  
 - asking and answering relevant questions  
 - stating expectations  
 - solving problems  
 - resolving conflicts  
 - decision making: majority vs. minority  
 - decision making: reaching consensus and agreeing to disagree  
 - drawing conclusions from consensus

See Evaluate Group Processes (5.1.3)

**Grade 9 Specific Outcome 5.1.1**

**Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups**

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

**By the end of Grade 9 the student ...**

**5.1.1 a. Modifies or creates group processes when collaborating with peers to accomplish a task**

\*A variety of partnerships and groups may be self-selected or assigned.

\*Appropriate group processes in grade nine:  
 - group synthesizing of new ideas and information

\*To maintain from previous grades:  
 - taking turns  
 - listening  
 - sharing ideas and information  
 - following directions  
 - accepting responsibility  
 - offering feedback  
 - accepting feedback  
 - responding to others' ideas  
 - asking and answering relevant questions  
 - stating expectations  
 - solving problems  
 - resolving conflicts  
 - decision making: majority vs. minority  
 - decision making: reaching consensus and agreeing to disagree  
 - drawing conclusions from consensus  
 - advocating points of view that recognize others' ideas, to advance the thinking of the group  
 - using opportunities as a group member to contribute to group goals/extend own learning

See Evaluate Group Processes (5.1.3)

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

| Grade 6 Specific Outcome 5.1.1  | Grade 7 Specific Outcome 5.1.1   |
|---|--|
| <p><b>Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>5.1.1 b. <b>Selects appropriate roles for small and whole group tasks</b></p> <p>*Tasks and/or roles may be assigned by the individuals, the groups, or the teacher.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- centres</li><li>- assigned tasks, assignments</li><li>- dramatizations</li><li>- projects ...</li></ul> <p>Tasks may include:</p> <ul style="list-style-type: none"><li>- setting up</li><li>- planning, organizing</li><li>- cleaning up</li><li>- mediating</li><li>- consoling</li><li>- painting, writing ...</li></ul> <p>Roles may include:</p> <ul style="list-style-type: none"><li>- illustrator, artist</li><li>- speaker</li><li>- encourager</li><li>- writer, reader, reporter</li><li>- director, organizer, manager</li><li>- researcher</li><li>- editor</li><li>- time keeper</li><li>- negotiator</li><li>- surveyor, collector</li><li>- interviewer, recorder</li><li>- explainer</li><li>- summarizer</li><li>- assessor, evaluator ...</li></ul> <p>May say:</p> <p>"What jobs will we need to do to get all of us involved in...? I think we need..."</p> <p>"Maybe one of us could review the project, by using our plan, to see what we are missing while the rest of us continue with the research and writing?"</p> | <p><b>Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>5.1.1 b. <b>Selects appropriate roles for small and whole group tasks</b></p> <p>*Tasks and/or roles may be assigned by the individuals, the groups, or the teacher.</p> <p>*Roles are determined by the purpose and the task. Students can begin to identify the components of the task and what roles would meet those, and then determine who will perform what role. The nature of cooperative learning speaks to the need for collaborative work, rather than a simple division of tasks.</p> <p>Roles may include:</p> <ul style="list-style-type: none"><li>- illustrator, artist</li><li>- speaker</li><li>- encourager</li><li>- writer</li><li>- reader</li><li>- reporter</li><li>- director</li><li>- organizer</li><li>- researcher</li><li>- editor</li><li>- time keeper</li><li>- negotiator</li><li>- interviewer</li><li>- recorder</li><li>- explainer, summarizer</li><li>- assessor, evaluator ...</li></ul> <p>May say</p> <p>"Rather than just giving everybody a job, let's do the research part together and figure out what we really want to say. Then we can divide up the presentation tasks; but let's not give everybody the same job they always get."</p> <p>"I don't want to be the illustrator this time. I always have to do the drawing because you all think I'm a good artist; I want to try doing some of the writing for a change."</p> |

## Encourage, Support, and Work With Others

### Work in Groups

|   |   |
|---|---|
| <p><b>Grade 8 Specific Outcome 5.1.1</b></p> <p><b>Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups</b></p>  | <p><b>Grade 9 Specific Outcome 5.1.1</b></p> <p><b>Make decisions collaboratively to modify or create group processes for specific purposes in order to work in a variety of partnerships and groups</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 8 the student ...</b></p> <p><b>5.1.1 b. Discusses, creates and selects appropriate roles for small and whole group tasks</b></p> <p>*Tasks and/or roles may be assigned by the individuals, the groups, or the teacher.</p> <p>*Roles are determined by the purpose and the task. Students can begin to identify the components of the task and what roles would meet those, and then determine who will perform what role. The nature of cooperative learning speaks to the need for collaborative work, rather than a simple division of tasks.</p> <p>Roles may include:</p> <ul style="list-style-type: none"><li>- illustrator, artist</li><li>- speaker</li><li>- encourager</li><li>- writer</li><li>- reader</li><li>- reporter</li><li>- director</li><li>- organizer</li><li>- researcher</li><li>- editor</li><li>- time keeper</li><li>- negotiator</li><li>- interviewer</li><li>- recorder</li><li>- explainer, summarizer</li><li>- assessor, evaluator ...</li></ul> <p>May say:</p> <p>"To organize the author celebration, we'll need people to get the food, to look after setting up the room, to do the invitations and the program, and to publish the anthology. Should we get people to volunteer, or should we just assign them?"</p> <p>"We're going to present our one-act plays that we wrote to the Elders. What do we need to do to get ready for that? What are the jobs, and who will take the responsibility for each one?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 9 the student ...</b></p> <p><b>5.1.1 b. Discusses, creates and selects appropriate roles for small and whole group tasks</b></p> <p>*Tasks and/or roles may be assigned by the individuals, the groups, or the teacher.</p> <p>*Roles are determined by the purpose and the task. Students can begin to identify the components of the task and what roles would meet those, and then determine who will perform what role. The nature of cooperative learning speaks to the need for collaborative work, rather than a simple division of tasks.</p> <p>Roles may include:</p> <ul style="list-style-type: none"><li>- illustrator, artist</li><li>- speaker</li><li>- encourager</li><li>- writer</li><li>- reader</li><li>- reporter</li><li>- director</li><li>- organizer</li><li>- researcher</li><li>- editor</li><li>- time keeper</li><li>- negotiator</li><li>- interviewer</li><li>- recorder</li><li>- explainer, summarizer</li><li>- assessor, evaluator ...</li></ul> <p>May say:</p> <p>"Here is our outline of our project. We have broken down the tasks, put them on a calendar, and agreed to meet and share what we have learned each Day 5, after lunch, during library time."</p> <p>"We have chosen to read The Burn Journals for our lit circle this month. We are going to take turns leading the discussion. We decided to meet twice a week, and do double-entry journals to track our thinking in between."</p> |

**General Outcome:**

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

**6 Specific Outcome 5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

\*Be sensitive to different communicative patterns and languages.

\*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition.

**7 Specific Outcome 5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

\*Be sensitive to different communicative patterns and languages.

\*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition.

**Use Language to Show Respect**

**8 Specific Outcome 5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

\*Be sensitive to different communicative patterns and languages.

\*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition.

**9 Specific Outcome 5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

\*Be sensitive to different communicative patterns and languages.

\*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition.

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 5.1.2</b></p> <p><b>Adjust listening, viewing, and speaking behaviours according to the situation</b></p>   | <p><b>Grade 7 Specific Outcome 5.1.2</b></p> <p><b>Adjust listening, viewing, and speaking behaviours according to the situation</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.1.2 a. Speaks, listens, and views respectfully</b></p> <p>*Appropriate in grade six:<br/>- showing evidence of comprehension (participating in conversations, asking relevant questions, making connections, expressing opinions/ideas/concerns ...)<br/>- responding to the speaker's gestures<br/>- responding to emotional aspects of the presentation</p> <p>*To maintain from previous grades:<br/>- staying in one place<br/>- keeping respectful silence<br/>- keeping hands to self<br/>- accepting different communicative patterns and languages<br/>- sitting in close proximity to the speaker/presentation<br/>- focusing on presentation or speaker<br/>- using courteous, respectful language (word choice, tone)<br/>- asking questions or participating in discussions and activities<br/>- using attentive facial expression and body language<br/>- showing interest<br/>- asking relevant questions<br/>- giving nonverbal encouragement<br/>- showing encouragement and appreciation<br/>- listening to opposing opinions<br/>- acknowledging others' comments, ideas, perspectives, and questions<br/>- giving polite feedback<br/>- disagreeing respectfully<br/>- responding respectfully with opinions</p> <p>May say:<br/>"I am very interested in the comment you made about second hand smoke. You were wondering if it is as bad as it is made out to be. Would you like to do a research project with me about it? "</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.1.2 a. Speaks, listens, and views respectfully and carefully</b></p> <p>*Appropriate in grade seven:<br/>- asking clarifying questions<br/>- responding to the speaker's nonverbal cues (tone, facial expression, proximity...)</p> <p>*To maintain from previous grades:<br/>- staying in one place<br/>- keeping respectful silence<br/>- keeping hands to self<br/>- accepting different communicative patterns and languages<br/>- sitting in close proximity to the speaker/presentation<br/>- focusing on presentation or speaker<br/>- using courteous, respectful language (word choice, tone)<br/>- asking questions or participating in discussions and activities<br/>- using attentive facial expression and body language<br/>- showing interest<br/>- asking relevant questions<br/>- giving nonverbal encouragement<br/>- showing encouragement and appreciation<br/>- listening to opposing opinions<br/>- acknowledging others' comments, ideas, perspectives, and questions<br/>- giving polite feedback<br/>- disagreeing respectfully<br/>- responding respectfully with opinions<br/>- showing evidence of comprehension (participating in conversations, asking relevant questions, making connections, expressing opinions/ideas/concerns ...)<br/>- responding to the speaker's gestures<br/>- responding to emotional aspects of the presentation</p> |

## Encourage, Support, and Work With Others

### Use Language to Show Respect

#### Grade 8 Specific Outcome 5.1.2

Adjust listening, viewing, and speaking behaviours according to the situation

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

By the end of Grade 8 the student ...

##### 5.1.2 a. Speaks, listens, and views respectfully and critically

\*Appropriate in grade eight:

- asking probing or challenging questions
- explaining responses and opinions in detail

\*To maintain from previous grades:

- staying in one place
- keeping respectful silence
- keeping hands to self
- accepting different communicative patterns and languages
- sitting in close proximity to the speaker/presentation
- focusing on presentation or speaker
- using courteous, respectful language (word choice, tone)
- asking questions or participating in discussions and activities
- using attentive facial expression and body language
- showing interest
- asking relevant questions
- giving nonverbal encouragement
- showing encouragement and appreciation
- listening to opposing opinions
- acknowledging others' comments, ideas, perspectives, and questions
- giving polite feedback
- disagreeing respectfully
- responding respectfully with opinions
- showing evidence of comprehension (participating in conversations, asking relevant questions, making connections, expressing opinions/ideas/concerns ...)
- responding to the speaker's gestures
- responding to emotional aspects of the presentation
- asking clarifying questions
- responding to the speaker's nonverbal cues (tone, facial expression, proximity...)

#### Grade 9 Specific Outcome 5.1.2

Adjust listening, viewing, and speaking behaviours according to the situation

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

By the end of Grade 9 the student ...

##### 5.1.2 a. Speaks, listens, and views respectfully and critically

\*Appropriate in grade nine:

- critically evaluating speaker's message

\*To maintain from previous grades:

- staying in one place
- keeping respectful silence
- keeping hands to self
- accepting different communicative patterns and languages
- sitting in close proximity to the speaker/presentation
- focusing on presentation or speaker
- using courteous, respectful language (word choice, tone)
- asking questions or participating in discussions and activities
- using attentive facial expression and body language
- showing interest
- asking relevant questions
- giving nonverbal encouragement
- showing encouragement and appreciation
- listening to opposing opinions
- acknowledging others' comments, ideas, perspectives, and questions
- giving polite feedback
- disagreeing respectfully
- responding respectfully with opinions
- showing evidence of comprehension (participating in conversations, asking relevant questions, making connections, expressing opinions/ideas/concerns ...)
- responding to the speaker's gestures
- responding to emotional aspects of the presentation
- asking clarifying questions
- responding to the speaker's nonverbal cues (tone, facial expression, proximity...)
- asking probing or challenging questions
- explaining responses and opinions in detail

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 5.1.2</b></p> <p><b>Adjust listening, viewing, and speaking behaviours according to the situation</b></p>   | <p><b>Grade 7 Specific Outcome 5.1.2</b></p> <p><b>Adjust listening, viewing, and speaking behaviours according to the situation</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.1.2 b. Adjusts language to fit the context (audience, purpose, and situation)</b></p> <p>*Alternating (code switching) between first/heritage language and English may enhance communication in some contexts.</p> <p>*Appropriate in grade six:</p> <ul style="list-style-type: none"><li>- volume</li><li>- tone</li><li>- situation</li><li>- rate of speech</li><li>- vocabulary</li><li>- body language</li><li>- code switching</li><li>- gender</li><li>- age</li><li>- culture</li></ul> <p>Audiences may include:</p> <ul style="list-style-type: none"><li>- peers</li><li>- staff</li><li>- family</li><li>- guests</li><li>- Elders</li><li>- wider community/global community ...</li></ul> <p>Language Register:</p> <ul style="list-style-type: none"><li>- home</li><li>- playground</li><li>- classroom</li><li>- on the land or in the bush</li><li>- various community settings</li><li>- oral print, and other media texts</li><li>- social and cultural settings/experiences</li><li>- online ...</li></ul> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.1.2 b. Adjusts language to fit the context (audience, purpose, and situation)</b></p> <p>*Alternating (code switching) between first/heritage language and English may enhance communication in some contexts.</p> <p>*Appropriate in grade seven:</p> <ul style="list-style-type: none"><li>- volume</li><li>- tone</li><li>- situation</li><li>- rate of speech</li><li>- vocabulary</li><li>- body language</li><li>- code switching</li><li>- gender</li><li>- age</li><li>- culture</li></ul> <p>Audiences may include:</p> <ul style="list-style-type: none"><li>- peers</li><li>- staff</li><li>- family</li><li>- guests</li><li>- Elders</li><li>- wider community/global community ...</li></ul> <p>Language Register:</p> <ul style="list-style-type: none"><li>- home</li><li>- playground</li><li>- classroom</li><li>- on the land or in the bush</li><li>- various community settings</li><li>- oral print, and other media texts</li><li>- social and cultural settings/experiences</li><li>- online ...</li></ul> |

**Use Language to Show Respect**

**Grade 8 Specific Outcome 5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

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

**By the end of Grade 8 the student ...**

**5.1.2 b. Adjusts language to fit the context (audience, purpose and situation), and explains choices**

\*Alternating (code switching) between first/heritage language and English may enhance communication in some contexts.

\*Appropriate in grade eight:

- volume
- tone
- situation
- rate of speech
- vocabulary
- body language
- code switching
- gender
- age
- culture

Audiences may include:

- peers
- staff
- family
- guests
- Elders
- wider community/global community ...

Language Register:

- home
- playground
- classroom
- on the land or in the bush
- various community settings
- oral print, and other media texts
- social and cultural settings/experiences
- online ...

**Grade 9 Specific Outcome 5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

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

**By the end of Grade 9 the student ...**

**5.1.2 b. Adjusts language to fit the context (audience, purpose and situation), and explains choices**

\*Alternating (code switching) between first/heritage language and English may enhance communication in some contexts.

\*Appropriate in grade nine:

- volume
- tone
- situation
- rate of speech
- vocabulary
- body language
- code switching
- gender
- age
- culture

Audiences may include:

- peers
- staff
- family
- guests
- Elders
- wider community/global community ...

Language Register:

- home
- playground
- classroom
- on the land or in the bush
- various community settings
- oral print, and other media texts
- social and cultural settings/experiences
- online ...

**General Outcome:**

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|  |   |
|--|---|
| <b>Grade 6 Specific Outcome 5.1.2</b><br><b>Adjust listening, viewing, and speaking behaviours according to the situation</b>  | <b>Grade 7 Specific Outcome 5.1.2</b><br><b>Adjust listening, viewing, and speaking behaviours according to the situation</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.1.2 c. Discusses differences in language use in a variety of school and community contexts</b></p> <p>May say:<br/>"I am having a hard time deciding what language to use in my project. Does it really matter if I use the word injection, inoculation, or needle?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.1.2 c. Discusses differences in language use in a variety of school and community contexts</b></p> <p>May say:<br/>"When I text, I use abbreviations all the time, but in my e-mail to the teacher I have to use regular words."<br/><br/>"When I talk to my grandma, I have to remember to not use so much street talk because she gets confused."<br/><br/>"When we write for the school newsletter, we have to remember who will be reading it, and make sure that our language is clear."</p> |

**Use Language to Show Respect**

**Grade 8 Specific Outcome 5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

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

**By the end of Grade 8 the student ...**

5.1.2 c. **Discusses and explores features of language use in a variety of school and community contexts**

May say:

"My mom doesn't care about the music I listen to, but my grandpa gets upset by the swearing in some of the rap I like. I think it's cause he's old. We don't listen to it when he visits so he doesn't get upset."

"If we talk about diversity of populations at the public meeting tonight, will most people understand what we mean, or should we make it simpler?"

**Grade 9 Specific Outcome 5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

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

**By the end of Grade 9 the student ...**

5.1.2 c. **Discusses, compares, and experiments with features of language use in a variety of school and community contexts**

May say:

"I want to use a really strong word here to show how disgusted I was when... Can you help me find one that will make my point, but that the class will understand?"

"The way they describe the teenagers in this editorial makes us all sound like emos. Why can't they see that there are as many kinds of teenagers as there are adults? They should have used words that weren't so stereotyping."

"What if we used less street talk in our video, and made it a little easier for older people to understand. Would that help us get our message to a bigger audience?"

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

### 6 Specific Outcome 5.1.3

**Assess personal contributions to group processes, set personal goals for enhancing work with others, and monitor group processes**

\*Group processes include:

communication: taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback

participation: following directions, following procedures

decision making: solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree

role fulfillment: accepting responsibility

#### General Example(s)

Assessment strategies may include:

- establishing criteria
- dialoguing
- conferencing
- collecting
- recording
- writing
- communicating
- reflecting
- responding
- predicting
- thinking aloud
- using and giving feedback
- observing
- goal setting
- describing
- extending ideas
- paraphrasing
- interpreting
- self-questioning
- problem solving
- managing
- explaining
- sorting essential and nonessential information
- tracking
- inferring
- summarizing ...

#### Specific Outcome Links

Celebrate Special Occasions (5.2.3)

### 7 Specific Outcome 5.1.3

**Evaluate group processes and personal contributions according to pre-established criteria**

\*Group processes include:

communication: taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback

participation: following directions, following procedures

decision making: solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree

role fulfillment: accepting responsibility

#### General Example(s)

Assessment strategies may include:

- establishing criteria
- dialoguing
- conferencing
- collecting
- recording
- writing
- communicating
- reflecting
- responding
- predicting
- thinking aloud
- using and giving feedback
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- goal setting
- describing
- extending ideas
- paraphrasing
- interpreting
- self-questioning
- problem solving
- managing
- explaining
- sorting essential and nonessential information
- tracking
- inferring
- summarizing ...

#### Specific Outcome Links

Celebrate Special Occasions (5.2.3)

## Evaluate Group Processes

### 8 Specific Outcome 5.1.3

Evaluate the quality of personal contributions to group processes, and set goals and plans for development

\*Group processes include:

communication: taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback

participation: following directions, following procedures

decision making: solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree

role fulfillment: accepting responsibility

#### General Example(s)

Assessment strategies may include:

- establishing criteria
- dialoguing
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- using and giving feedback
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- describing
- extending ideas
- paraphrasing
- interpreting
- self-questioning
- problem solving
- managing
- explaining
- sorting essential and nonessential information
- tracking
- inferring
- summarizing ...

#### Specific Outcome Links

Celebrate Special Occasions (5.2.3)

### 9 Specific Outcome 5.1.3

Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions for development

\*Group processes include:

communication: taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback

participation: following directions, following procedures

decision making: solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree

role fulfillment: accepting responsibility

#### General Example(s)

Assessment strategies may include:

- establishing criteria
- dialoguing
- conferencing
- collecting
- recording
- writing
- communicating
- reflecting
- responding
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- using and giving feedback
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- describing
- extending ideas
- paraphrasing
- interpreting
- self-questioning
- problem solving
- managing
- explaining
- sorting essential and nonessential information
- tracking
- inferring
- summarizing ...

#### Specific Outcome Links

Celebrate Special Occasions (5.2.3)

**General Outcome:**

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 5.1.3</b><br><br><b>Assess personal contributions to group processes, set personal goals for enhancing work with others, and monitor group processes</b>  | <b>Grade 7 Specific Outcome 5.1.3</b><br><br><b>Evaluate group processes and personal contributions according to pre-established criteria</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.1.3 a. Participates in the development of criteria to evaluate group processes</b></p> <p>May say:<br/>"On our rubric for the group project, we should make sure we have sections about solving problems and one about taking responsibilities or roles."</p> <p><b>5.1.3 b. Assesses the effectiveness of the group processes using the set criteria</b></p> <p>May say:<br/>"Our group ended up not working together because we didn't solve our conflict. When we look at the rubric's section about problem solving, we..."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.1.3 a. Participates in the development of criteria to evaluate group processes</b></p> <p>May say:<br/>"Because most of our work was around finding the information I think our criteria should focus mostly on how we did that - sharing sources, sharing information, making group summaries - that kind of thing."</p> <p>"Our group did a lot of individual work on this project so I think we should only evaluate the parts where we really all were working together; that would be when we planned the project and then did the final presentation. Let's keep the criteria focused on those two areas."</p> <p><b>5.1.3 b. Assesses the effectiveness of the group processes using the set criteria</b></p> <p>May say:<br/>"We were okay at sharing our information and at sharing the resources, except that Billy and Shane didn't want to do any of the reading. It was hard to do the summaries because not everyone helped."</p> <p>"We did a great job of following our timeline. Everyone completed the task right on time. I think that's a 4, for sure."</p> |

**Evaluate Group Processes**

**Grade 8 Specific Outcome 5.1.3**

**Evaluate the quality of personal contributions to group processes, and set goals and plans for development**

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

**By the end of Grade 8 the student ...**

**5.1.3 a. Participates in the development of criteria to evaluate group processes**

May say:

"This month we've really been focusing on summarizing as a comprehension strategy; I think our group criteria should include something about summarizing our information together."

"Ms. B says that we need to really be looking at how we craft our final product. Should we include revision in our checklist?"

"Since the books we're writing are for the Kindergarten class, we need a point that looks at considering the audience - clear pictures, simple words - stuff like that."

**5.1.3 b. Assesses the effectiveness of the group processes using the set criteria**

May say:

"When Pam had trouble finding the information on the Internet, Jake helped her do the search. That was good 'supporting others.'"

"We spent way too much time arguing about things. We need more practice in coming to shared conclusions."

**Grade 9 Specific Outcome 5.1.3**

**Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions for development**

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

**By the end of Grade 9 the student ...**

**5.1.3 a. Participates in the development of criteria to evaluate group processes**

May say:

"Should we have a piece here that looks at how well we followed our original plan? Is that important in this task?"

"Do you remember how we struggled with coming to consensus last time? We need to make that a key point in the criteria."

"We're supposed to be synthesizing our new information, and we have to do it together. How can we keep track of how we do that?"

**5.1.3 b. Assesses the effectiveness of the group processes using the set criteria**

May say:

"Of the three key criteria - sharing ideas, synthesizing information, and coming to consensus - I think we did really well on the first one. Some people didn't participate very much in the discussions, so I think we only get a 2 on consensus and synthesis."

"I think we are in the 'always' section for showing respect to others and tracking our sources, and in the 'most of the time' for the other three."

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 5.1.3</b></p> <p><b>Assess personal contributions to group processes, set personal goals for enhancing work with others, and monitor group processes</b></p>  | <p><b>Grade 7 Specific Outcome 5.1.3</b></p> <p><b>Evaluate group processes and personal contributions according to pre-established criteria</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.1.3 c. Reflects on personal behaviours and learning style</b></p> <p>*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.</p> <p>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- sharing circles</li><li>- happy/sad face reflection activities</li><li>- reflection frames or prompts</li><li>- expository talk</li><li>- Think-Pair-Share (TPS)</li><li>- checklists</li><li>- learning logs, journals, guided reflection</li><li>- T-charts, Y-charts</li><li>- process journals</li><li>- self evaluation tools</li><li>- conferencing</li><li>- inquiry self checklist</li><li>- self-assessment activities, project reflection activities ...</li></ul> <p>May say:</p> <p>"How will I use this information about myself? What if I know that I read better if I listen to music? Can we listen to music while we work?"</p> <p>"What can I do to help my understanding of this topic?"</p> <p>"Do I have a clear picture in my head?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.1.3 c. Reflects on personal behaviours and learning style</b></p> <p>*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.</p> <p>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- sharing circles</li><li>- happy/sad face reflection activities</li><li>- reflection frames or prompts</li><li>- expository talk</li><li>- Think-Pair-Share (TPS)</li><li>- checklists</li><li>- learning logs, journals, guided reflection</li><li>- T-charts, Y-charts</li><li>- process journals</li><li>- self evaluation tools</li><li>- conferencing</li><li>- inquiry self checklist</li><li>- self-assessment activities, project reflection activities ...</li></ul> <p>May say:</p> <p>"I think that I didn't learn as much as I could have because I was not being a good listener. I need pictures or action or something to keep me focused."</p> <p>"When I work in a group I am very good at keeping people on task. I need everybody paying attention; otherwise I get distracted and I can't learn."</p> |

## Encourage, Support, and Work With Others

### Evaluate Group Processes

#### Grade 8 Specific Outcome 5.1.3

Evaluate the quality of personal contributions to group processes, and set goals and plans for development

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

By the end of Grade 8 the student ...

##### 5.1.3 c. Reflects on personal behaviours and learning style

\*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.

\*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.

Suggested activities:

- conversations
- sharing circles
- happy/sad face reflection activities
- reflection frames or prompts
- expository talk
- Think-Pair-Share (TPS)
- checklists
- learning logs, journals, guided reflection
- T-charts, Y-charts
- process journals
- self evaluation tools
- conferencing
- inquiry self checklist
- self-assessment activities, project reflection activities ...

May say:

"I need to learn to share responsibility in the group. I took on too many parts of the work and didn't have enough time to do a good job on all of them."

"I was really frustrated because the boys kept playing music and games while we were researching. I have to have it quiet so I can think."

"I think I did a really good job encouraging others in the group."

#### Grade 9 Specific Outcome 5.1.3

Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions for development

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

By the end of Grade 9 the student ...

##### 5.1.3 c. Reflects on personal behaviours and learning style

\*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.

\*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.

Suggested activities:

- conversations
- sharing circles
- happy/sad face reflection activities
- reflection frames or prompts
- expository talk
- Think-Pair-Share (TPS)
- checklists
- learning logs, journals, guided reflection
- T-charts, Y-charts
- process journals
- self evaluation tools
- conferencing
- inquiry self checklist
- self-assessment activities, project reflection activities ...

May say:

"I found this group really good to work with. There was lots of discussion, and that helped me to understand the new concepts."

"I know Charlie really likes finding information on the Internet, but I'd rather find a book."

"I am way more interested in a project when I get to choose my own topic."

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 5.1.3</b></p> <p><b>Assess personal contributions to group processes, set personal goals for enhancing work with others, and monitor group processes</b></p>  | <p><b>Grade 7 Specific Outcome 5.1.3</b></p> <p><b>Evaluate group processes and personal contributions according to pre-established criteria</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.1.3 d. Reflects on personal behaviours that contribute to group success to set personal and/or group goals</b></p> <p>*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.</p> <p>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</p> <p>May say,:<br/>"Maybe our group should think about asking someone outside of our group to edit. We don't seem to be doing that well."</p> <p><b>5.1.3 e. Applies peer and/or group feedback about group processes</b></p> <p>May say:<br/>"I had asked for help to look at different solutions to my problem with time. I kept trying the same thing and was not getting my projects done on time. But this time I took the group's advice and kept a calendar and have done way better. Thanks!"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.1.3 d. Reflects on personal behaviours that contribute to group success to set personal and/or group goals</b></p> <p>*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.</p> <p>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</p> <p>May say:<br/>"Keisha did a great job of making sure we all got a chance to talk. Next time I'm the discussion leader, I'm going to do that too."</p> <p>"Our lit circle was really good today because we were all prepared. We need to make sure that each of us takes that responsibility seriously."</p> <p>"It was hard to get much done today with Jonah away. I think it's important that we all are here so we can get this project finished."</p> <p><b>5.1.3 e. Applies peer and/or group feedback about group processes</b></p> <p>May say:<br/>"Mandy told me if I spoke up more, people in my group would listen. She was right. I made two suggestions for how to do our backboard, and it looks good."</p> <p>"After last week's lit circle we decided we all had to make sure we had our reading done so we could have a better discussion."</p> |

## Encourage, Support, and Work With Others

### Evaluate Group Processes

#### Grade 8 Specific Outcome 5.1.3

Evaluate the quality of personal contributions to group processes, and set goals and plans for development

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

**5.1.3 d. Reflects on personal behaviours that contribute to group success to set personal and/or group goals**

\*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.

\*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.

May say:

"We ran out of time and really had to rush through the last part of our project. It looks messy. Next time we need to start faster and leave some time at the end to fix up any problems."

"Our presentation today was okay, but we did not do a good job of supporting each other to keep the audience engaged."

**5.1.3 e. Applies peer and/or group feedback about group processes and personal actions in the group**

May say:

"Sam made a good point about how we were really getting lots of information but that it wasn't all on topic. We did not have a clear enough idea of what information we needed, so when we did the search we got lots of stuff, from lots of different sources, but it wasn't all useful. Having relevant questions makes a difference, so we need to be clearer next time, before we start to search."

#### Grade 9 Specific Outcome 5.1.3

Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions for development

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

**5.1.3 d. Reflects on personal behaviours that contribute to group success to set personal and/or group goals**

\*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.

\*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.

May say:

"We spent too much time arguing and listening to Patsy whine and pout. We need to have a better way to solve conflicts when they come up."

"When people make suggestions to me, I don't like it and I want to argue; I need to get better at thinking about what they're telling me and then seeing how I can use it to improve."

**5.1.3 e. Applies peer and/or group feedback about group processes and personal actions in the group**

May say:

"After Mr. B talked to us about keeping focused, Kayla and I decided that we would turn off our iPods when we were writing."

"Our study group always struggles with summarizing the information in our text. After we learned the 'magnet summary' strategy from Leyton, we decided to use it in our group to summarize the next Science chapter. It made it way better than the last time."

**General Outcome:**

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

**6 Specific Outcome 5.2.1**

Compare personal ways of responding and thinking with those of others

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)  
Respond to Various Texts (2.2.2)

**7 Specific Outcome 5.2.1**

Compare personal ways of responding and thinking with those of others

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)  
Respond to Various Texts (2.2.2)

Share and Compare Responses

**8 Specific Outcome 5.2.1**

Compare personal reactions to, and ways of thinking about, a variety of experiences and texts (oral, print, and other media) with those of others

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)  
Respond to Various Texts (2.2.2)

**9 Specific Outcome 5.2.1**

Recognize that differing perspectives and unique reactions enrich understanding

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)  
Respond to Various Texts (2.2.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 5.2.1</b></p> <p><b>Compare personal ways of responding and thinking with those of others</b></p>  | <p><b>Grade 7 Specific Outcome 5.2.1</b></p> <p><b>Compare personal ways of responding and thinking with those of others</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.2.1 a. Recognizes differing perspectives of common experiences</b></p> <p>*may choose to use graphic organizers to record perspectives</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- circle talks</li><li>- conversations</li><li>- illustrations</li><li>- presentations</li><li>- displays</li><li>- journals</li><li>- letters</li><li>- stories</li><li>- books</li><li>- paintings</li><li>- posters</li><li>- newsletters</li><li>- newspaper articles</li><li>- cartoons</li><li>- Role-Audience-Format-Topic (RAFT) activities</li><li>- point-of-view study guides</li><li>- dialogue journals ...</li></ul> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- compare and contrast charts</li><li>- T-charts</li><li>- Venn diagrams</li><li>- same and different charts</li><li>- cluster maps ...</li></ul> <p>May say:</p> <p>"In our RAFT we are the nonsmokers and are going to write a letter about the rights of the nonsmoker, but in the other group's RAFT, they are the smokers and are going to write the letter about the rights of the smoker. Both letters will be sent to town/band council."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.2.1 a. Recognizes differing perspectives of common experiences</b></p> <p>*may choose to use graphic organizers to record perspectives</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- circle talks</li><li>- conversations</li><li>- illustrations</li><li>- presentations</li><li>- displays</li><li>- journals</li><li>- letters</li><li>- stories</li><li>- books</li><li>- paintings</li><li>- posters</li><li>- newsletters</li><li>- newspaper articles</li><li>- cartoons</li><li>- Role-Audience-Format-Topic (RAFT) activities</li><li>- point of view study guides</li><li>- dialogue journals ...</li></ul> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- compare and contrast charts</li><li>- T-charts</li><li>- Venn diagrams</li><li>- same and different charts</li><li>- cluster maps ...</li></ul> <p>May say:</p> <p>"I always have fun when I go to the restaurant with my friends. We go for a pop. But Stanley says that in Yellowknife, he and his friends always got kicked out of the places because they don't want kids hanging around. That's not fair!"</p> |

**Share and Compare Responses**

**Grade 8 Specific Outcome 5.2.1**

**Compare personal reactions to, and ways of thinking about, a variety of experiences and texts (oral, print, and other media) with those of others**

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

**By the end of Grade 8 the student ...**

**5.2.1 a. Recognizes and appreciates differing perspectives of common experiences**

\*may choose to use graphic organizers to record perspectives

Suggested activities:

- circle talks
- conversations
- illustrations
- presentations
- displays
- journals
- letters
- stories
- books
- paintings
- posters
- newsletters
- newspaper articles
- cartoons
- Role-Audience-Format-Topic (RAFT) activities
- point-of-view study guides
- dialogue journals ...

Graphic organizers may include:

- compare and contrast charts
- T-charts
- Venn diagrams
- same and different charts
- cluster maps ...

May say:

"I don't agree with your ideas about sport hunting, but you did a good job of explaining why you think it's a good idea."

"Mary can probably give you information about the seal hunt protesters. She's really into that."

**Grade 9 Specific Outcome 5.2.1**

**Recognize that differing perspectives and unique reactions enrich understanding**

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

**By the end of Grade 9 the student ...**

**5.2.1 a. Recognizes and appreciates differing perspectives of common experiences, and identifies missing perspectives**

\*may choose to use graphic organizers to record perspectives

Suggested activities:

- circle talks
- conversations
- illustrations
- presentations
- displays
- journals
- letters
- stories
- books
- paintings
- posters
- newsletters
- newspaper articles
- cartoons
- Role-Audience-Format-Topic (RAFT) activities
- point-of-view study guides
- dialogue journals ...

Graphic organizers may include:

- compare and contrast charts
- T-charts
- Venn diagrams
- same and different charts
- cluster maps ...

May say:

"We've been talking about why stores shouldn't have to let people use their bathrooms if they're not customers. Maddie talked about how hard it is for her mom to keep the restaurant bathroom clean just from the customers. Bobbie talked about how people should go to the bathroom at home. But we haven't thought about people who are homeless or have no place to go during the day. What would they think about closing bathrooms?"

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 5.2.1</b></p> <p><b>Compare personal ways of responding and thinking with those of others</b></p>   | <p><b>Grade 7 Specific Outcome 5.2.1</b></p> <p><b>Compare personal ways of responding and thinking with those of others</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.2.1 b. Offers constructive feedback</b></p> <p>May say:<br/>"The book you got the information from was written. Why don't you visit this web site? It has more accurate information ."</p> <p><b>5.2.1 c. Begins to paraphrase others' ideas</b></p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>May say:<br/>"I think that this article supports the sale of Coke in schools. The author is saying..."</p> <p>"So are you saying that we should be turning down our iPods to save our hearing?"</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.2.1 b. Paraphrases ideas and summarizes others' responses</b></p> <p>May say:<br/>"Everyone in our group thinks we should be given a choice for what we can buy to drink at school. We should get pop or sports drinks if we want, not just juice."</p> <p>"Most people at the meeting think our class gets too much homework."</p> <p><b>5.2.1 c. Offers feedback on ways others communicate ideas</b></p> <p>May say:<br/>"I liked the way you showed everybody's suggestions on that big chart."</p> <p>"That was a good example you gave about hunting and helping our Elders."</p> |

**Share and Compare Responses**

**Grade 8 Specific Outcome 5.2.1**

**Compare personal reactions to, and ways of thinking about, a variety of experiences and texts (oral, print, and other media) with those of others**

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

**By the end of Grade 8 the student ...**

**5.2.1 b. Summarizes and compares own and or others' responses**

May say:

"Half of us think that we should be allowed to smoke at recess if we want to. The rest of the group says no one should be allowed to smoke at school."

"Teachers say that homework helps us learn. We don't think that's right."

**5.2.1 c. Offers feedback on ways others communicate ideas**

May say:

"The way you explained your ideas about having healthy food at school made me understand more about why it's important to make good food choices for lunch."

"I didn't understand what you meant in your presentation. Maybe a set of key points at the end would have helped me."

**Grade 9 Specific Outcome 5.2.1**

**Recognize that differing perspectives and unique reactions enrich understanding**

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

**By the end of Grade 9 the student ...**

**5.2.1 b. Summarizes, compares, and synthesizes own and others responses**

May say:

"We all found different parts of the presentation a bit confusing, but once we got together and talked it through we think we understand the main ideas. Nolan and Jake still don't believe that whales are really endangered, but the rest of us are going to look for more information."

**5.2.1 c. Appreciates the richness of and offers feedback on the ways others communicates ideas**

May say:

I loved the way you shared your poetry today, with the music and the artwork behind it. It made me think more deeply about what you were saying."

"Your examples of what happens during a commercial whale hunt were really disgusting, but they did make me think."

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

### 6 Specific Outcome 5.2.2

#### Develop an opinion about diversity

\*It is important to create an open atmosphere in the classroom community that is respectful of diversity.

\*In a multicultural/multilingual country like Canada students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*Appreciation and respect for diversity may be evident through:

- awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honour, celebration ...

\*Keep in mind diversity of:

- culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life/thinking, beliefs, values, religion, abilities ...

#### General Example(s)

Suggested activities:

- sharing circles
- conversations
- guided conversations
- exploratory talk
- discussion webs
- interviews
- journals
- dialogue journals
- logs
- artistic representations
- literature responses
- critical responses
- questions
- elaborations
- clarifications ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Express Preferences (1.1.2)

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Connect Self, Texts, and Culture (2.2.3)

Work in Groups (5.1.1)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

### 7 Specific Outcome 5.2.2

#### Identify and describe barriers to the acceptance or honouring of diversity

\*It is important to create an open atmosphere in the classroom community that is respectful of diversity.

\*In a multicultural/multilingual country like Canada students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*Appreciation and respect for diversity may be evident through:

- awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honour, celebration ...

\*Keep in mind diversity of:

- culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life/thinking, beliefs, values, religion, abilities ...

#### General Example(s)

Suggested activities:

- sharing circles
- conversations
- guided conversations
- exploratory talk
- discussion webs
- interviews
- journals
- dialogue journals
- logs
- artistic representations
- literature responses
- critical responses
- questions
- elaborations
- clarifications ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Express Preferences (1.1.2)

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Connect Self, Texts, and Culture (2.2.3)

Work in Groups (5.1.1)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

### Appreciate Diversity

#### 8 Specific Outcome 5.2.2

##### Identify and describe social issues related to diversity

\*It is important to create an open atmosphere in the classroom community that is respectful of diversity.

\*In a multicultural/multilingual country like Canada students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*Appreciation and respect for diversity may be evident through:

- awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honour, celebration ...

\*Keep in mind diversity of:

- culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life/thinking, beliefs, values, religion, abilities ...

##### General Example(s)

Suggested activities:

- sharing circles
- conversations
- guided conversations
- exploratory talk
- discussion webs
- interviews
- journals
- dialogue journals
- logs
- artistic representations
- literature responses
- critical responses
- questions
- elaborations
- clarifications ...

##### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Express Preferences (1.1.2)

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Connect Self, Texts, and Culture (2.2.3)

Work in Groups (5.1.1)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

#### 9 Specific Outcome 5.2.2

##### Identify and describe social issues related to diversity, and recognize that some perspectives may be missing

\*It is important to create an open atmosphere in the classroom community that is respectful of diversity.

\*In a multicultural/multilingual country like Canada students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*Appreciation and respect for diversity may be evident through:

- awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honour, celebration ...

\*Keep in mind diversity of:

- culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life/thinking, beliefs, values, religion, abilities ...

##### General Example(s)

Suggested activities:

- sharing circles
- conversations
- guided conversations
- exploratory talk
- discussion webs
- interviews
- journals
- dialogue journals
- logs
- artistic representations
- literature responses
- critical responses
- questions
- elaborations
- clarifications ...

##### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Express Preferences (1.1.2)

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Connect Self, Texts, and Culture (2.2.3)

Work in Groups (5.1.1)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

**General Outcome:**

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|   |   |
|---|---|
| <b>Grade 6 Specific Outcome 5.2.2</b><br><b>Develop an opinion about diversity</b>  | <b>Grade 7 Specific Outcome 5.2.2</b><br><b>Identify and describe barriers to the acceptance or honouring of diversity</b>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 6 the student ...</p> <p>5.2.2 a. Shows respect for others' talents, strengths, interests, feelings, and ideas to strengthen the community</p> <p>5.2.2 b. Expresses and explores own identity through talents, strengths, interests, feelings, and ideas</p> <p>*Identity is shaped through:<br/>- language<br/>- culture<br/>- family<br/>- community<br/>- traditions<br/>- gender<br/>- place of residence ...</p> <p>May say:<br/>"In Social Studies, we talked about the Haida and the Cowichan people. They both have totems. What do the totems represent or tell? My family makes..."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 7 the student ...</p> <p>5.2.2 a. Shows respect for others' talents, strengths, interests, feelings, and ideas to strengthen the community</p> <p>5.2.2 b. Expresses and explores own identity through talents, strengths, interests, feelings, and ideas</p> <p>*Identity is shaped through:<br/>- language<br/>- culture<br/>- family<br/>- community<br/>- traditions<br/>- gender<br/>- place of residence ...</p> <p>May say:<br/>"In Social Studies, we talked about the Haida and the Cowichan people. They both have totems. What do the totems represent or tell? My family makes..."</p> |

Appreciate Diversity

**Grade 8 Specific Outcome 5.2.2**

**Identify and describe social issues related to diversity**

**Grade 9 Specific Outcome 5.2.2**

**Identify and describe social issues related to diversity, and recognize that some perspectives may be missing**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

- 5.2.2 a. Shows respect for others' talents, strengths, interests, feelings, and ideas to strengthen the community
- 5.2.2 b. Expresses and explores own identity through talents, strengths, interests, feelings, and ideas

\*Identity is shaped through:

- language
- culture
- family
- community
- traditions
- gender
- place of residence ...

May say:

"In Social Studies, we talked about the Haida and the Cowichan people. They both have totems. What do the totems represent or tell? My family makes..."

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

- 5.2.2 a. Shows respect for others' talents, strengths, interests, feelings, and ideas to strengthen the community
- 5.2.2 b. Expresses and explores own identity through talents, strengths, interests, feelings, and ideas

\*Identity is shaped through:

- language
- culture
- family
- community
- traditions
- gender
- place of residence ...

May say:

"In Social Studies, we talked about the Haida and the Cowichan people. They both have totems. What do the totems represent or tell? My family makes..."

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|  |  |
|--|--|
| <p><b>Grade 6 Specific Outcome 5.2.2</b></p> <p><b>Develop an opinion about diversity</b></p>  | <p><b>Grade 7 Specific Outcome 5.2.2</b></p> <p><b>Identify and describe barriers to the acceptance or honouring of diversity</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.2.2 c. Develops an opinion about diversity</b></p> <p>*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities...</p> <p>*Cultural diversity may be evident through:</p> <ul style="list-style-type: none"><li>- foods</li><li>- games</li><li>- tools</li><li>- clothing</li><li>- stories</li><li>- dances</li><li>- songs</li><li>- music</li><li>- language</li><li>- artifacts</li><li>- rituals</li><li>- beliefs, and values</li><li>- customs</li><li>- traditions</li><li>- histories ...</li></ul> <p>May say:</p> <p>"I think that because we are a little bit different from each other - some of us come from different cultures - we learn more than if we were all the same."</p> <p>"I am curious about why it is that in some cultures the females are allowed to drum, while in others the females are not. I think this means..."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.2.2 c. Discusses issues related to, or barriers blocking, the acceptance or honouring of diversity</b></p> <p>*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities...</p> <p>*Cultural diversity may be evident through:</p> <ul style="list-style-type: none"><li>- foods</li><li>- games</li><li>- tools</li><li>- clothing</li><li>- stories</li><li>- dances</li><li>- songs</li><li>- music</li><li>- language</li><li>- artifacts</li><li>- rituals</li><li>- beliefs, and values</li><li>- customs</li><li>- traditions</li><li>- histories ...</li></ul> <p>May say:</p> <p>"I think that because we are a little bit different from each other - some of us come from different cultures - we learn more than if we were all the same."</p> <p>"I am curious about why it is that in some cultures the females are allowed to drum, while in others the females are not. I think this means..."</p> |

Appreciate Diversity

**Grade 8 Specific Outcome 5.2.2**

**Identify and describe social issues related to diversity**

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

**By the end of Grade 8 the student ...**

5.2.2 c. **Discusses issues of diversity beyond the local community, including unethical positions, bias, and prejudice**

\*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities...

\*Cultural diversity may be evident through:

- foods
- games
- tools
- clothing
- stories
- dances
- songs
- music
- language
- artifacts
- rituals
- beliefs, and values
- customs
- traditions
- histories ...

May say:

"I think that because we are a little bit different from each other - some of us come from different cultures - we learn more than if we were all the same."

"I am curious about why it is that in some cultures the females are allowed to drum, while in others the females are not. I think this means..."

**Grade 9 Specific Outcome 5.2.2**

**Identify and describe social issues related to diversity, and recognize that some perspectives may be missing**

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

**By the end of Grade 9 the student ...**

5.2.2 c. **Discusses issues of diversity in society, and recognizes a range of perspectives including some that may be missing**

\*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities...

\*Cultural diversity may be evident through:

- foods
- games
- tools
- clothing
- stories
- dances
- songs
- music
- language
- artifacts
- rituals
- beliefs, and values
- customs
- traditions
- histories ...

May say:

"I think that because we are a little bit different from each other - some of us come from different cultures - we learn more than if we were all the same."

"I am curious about why it is that in some cultures the females are allowed to drum, while in others the females are not. I think this means..."

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|   |   |
|---|---|
| <p><b>Grade 6 Specific Outcome 5.2.2</b></p> <p><b>Develop an opinion about diversity</b></p>   | <p><b>Grade 7 Specific Outcome 5.2.2</b></p> <p><b>Identify and describe barriers to the acceptance or honouring of diversity</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.2.2 d. Begins to discuss issues related to, or barriers blocking, the acceptance or the honouring of diversity</b></p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>*Be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others.</p> <p>May say:<br/>"When people are labeled as being this way or that way, just because of their heritage, that is a stereotype and an unfair judgment. You have to look at the person as an individual to understand what is happening in each situation."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.2.2 d. Suggests issues of diversity beyond the local community</b></p> <p>*Be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others.</p> <p>May say:<br/>"When people are labeled as being this way or that way, just because of their heritage, that is a stereotype and an unfair judgment. You have to look at the person as an individual to understand what is happening in each situation."</p> |

Appreciate Diversity

**Grade 8 Specific Outcome 5.2.2**

**Identify and describe social issues related to diversity**

**Grade 9 Specific Outcome 5.2.2**

**Identify and describe social issues related to diversity, and recognize that some perspectives may be missing**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

**5.2.2 d. Identifies some perspectives on diversity that may be missing or not represented**

\*Be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others.

May say:

"When people are labeled as being this way or that way, just because of their heritage, that is a stereotype and an unfair judgment. You have to look at the person as an individual to understand what is happening in each situation."

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

**5.2.2 d. Suggests and/or explores global human rights issues as they relate to diversity**

\*Be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others.

May say:

"When people are labeled as being this way or that way, just because of their heritage, that is a stereotype and an unfair judgment. You have to look at the person as an individual to understand what is happening in each situation."

**General Outcome:**

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

**6 Specific Outcome 5.2.3**

**Explain how context influences the selection of language and form when celebrating**

\*Be sensitive to cultural differences in celebrating cultural occasions and achievements.

**Specific Outcome Links**

Use Language to Show Respect (5.1.2)

Evaluate Group Processes (5.1.3)

Appreciate Diversity (5.2.2)

**7 Specific Outcome 5.2.3**

**Select and use context-appropriate language and form to celebrate events and accomplishments**

\*Be sensitive to cultural differences in celebrating cultural occasions and achievements.

**Specific Outcome Links**

Use Language to Show Respect (5.1.2)

Evaluate Group Processes (5.1.3)

Appreciate Diversity (5.2.2)

**Celebrate Special Occasions**

**8 Specific Outcome 5.2.3**

**Select and use context-appropriate language and form to participate in public events or traditions**

\*Be sensitive to cultural differences in celebrating cultural occasions and achievements.

**Specific Outcome Links**

Use Language to Show Respect (5.1.2)

Evaluate Group Processes (5.1.3)

Appreciate Diversity (5.2.2)

**9 Specific Outcome 5.2.3**

**Select and use context-appropriate language and form to plan and participate in celebrations**

\*Be sensitive to cultural differences in celebrating cultural occasions and achievements.

**Specific Outcome Links**

Use Language to Show Respect (5.1.2)

Evaluate Group Processes (5.1.3)

Appreciate Diversity (5.2.2)

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|  |   |
|--|---|
| <p><b>Grade 6 Specific Outcome 5.2.3</b></p> <p><b>Explain how context influences the selection of language and form when celebrating</b></p>  | <p><b>Grade 7 Specific Outcome 5.2.3</b></p> <p><b>Select and use context-appropriate language and form to celebrate events and accomplishments</b></p>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.2.3 a. Explains how context influences the selection of appropriate language and form to honour and celebrate others</b></p> <p>*Appropriate language may include:<br/>- tone<br/>- register<br/>- word choice<br/>- intonation<br/>- nonverbal cues ...</p> <p>*Forms may be:<br/>- written, verbal, dramatic, poetic ...</p> <p>*Keep in mind audience and purpose when selecting forms.</p> <p>*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities ...</p> <p>Examples may include:<br/>- student of the week<br/>- author's chair<br/>- displays<br/>- school newspaper<br/>- presentations<br/>- assemblies<br/>- artist in the school<br/>- group stories<br/>- role plays<br/>- recitals, readings, gallery walks<br/>- celebration wall, murals, bulletin board displays<br/>- publishing parties<br/>- cards and letters of congratulation or appreciation<br/>- banners<br/>- authors' night<br/>- brown bag lunches ...</p> <p>May say:<br/>"I know that the audience at the feast is mixed. So I as I prepare my speech, I need to remember the Elders, the youth, and the children."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.2.3 a. Explains how context influences the selection of appropriate language and form to honour and celebrate others</b></p> <p>*Appropriate language may include:<br/>- tone<br/>- register<br/>- word choice<br/>- intonation<br/>- nonverbal cues ...</p> <p>*Forms may be:<br/>- written, verbal, dramatic, poetic ...</p> <p>*Keep in mind audience and purpose when selecting forms.</p> <p>*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities ...</p> <p>Examples may include:<br/>- student of the week<br/>- displays<br/>- school newspaper<br/>- presentations<br/>- assemblies<br/>- artist in the school<br/>- group stories<br/>- recitals, readings, gallery walks<br/>- celebration wall, murals, bulletin board displays<br/>- publishing parties<br/>- cards and letters of congratulation or appreciation<br/>- banners<br/>- authors' night<br/>- brown bag lunches ...</p> <p>May say:<br/>"I want to use a rap to help people remember to reduce, reuse, and recycle. I'm going to teach it to the kids, so I have to watch to make sure I don't use any bad language."</p> |

**Celebrate Special Occasions**

**Grade 8 Specific Outcome 5.2.3**

**Select and use context-appropriate language and form to participate in public events or traditions**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 8 the student ...**

5.2.3 a. **Explains how context influences the selection of appropriate language and form to honour and celebrate others in public events or traditions**

\*Appropriate language may include:

- tone
- register
- word choice
- intonation
- nonverbal cues ...

\*Forms may be:

- written, verbal, dramatic, poetic...

\*Keep in mind audience and purpose when selecting forms.

\*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities ...

Examples may include:

- student of the week
- displays
- school newspaper
- presentations
- assemblies
- artist in the school
- group stories
- recitals, readings, gallery walks
- celebration wall, murals, bulletin board displays
- publishing parties
- cards and letters of congratulation or appreciation
- banners
- authors' night
- brown bag lunches ...

May say:

"I had to welcome the Governor General to our school when she visited. I was surprised to learn about how careful you have to be with your words when you talk to her."

**Grade 9 Specific Outcome 5.2.3**

**Select and use context-appropriate language and form to plan and participate in celebrations**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 9 the student ...**

5.2.3 a. **Explains how context influences the selection of appropriate language and form in plans to honour and celebrate other**

\*Appropriate language may include:

- tone
- register
- word choice
- intonation
- nonverbal cues ...

\*Forms may be:

- written, verbal, dramatic, poetic ...

\*Keep in mind audience and purpose when selecting forms.

\*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities ...

Examples may include:

- student of the week
- displays
- school newspaper
- presentations
- assemblies
- artist in the school
- group stories
- recitals, readings, gallery walks
- celebration wall, murals, bulletin board displays
- publishing parties
- cards and letters of congratulation or appreciation
- banners
- authors' night
- brown bag lunches ...

May say:

"We need to say our welcome in Slavey, to show respect for the Elders."

## General Outcome:

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

|   |  |
|---|--|
| <p><b>Grade 6 Specific Outcome 5.2.3</b></p> <p><b>Explain how context influences the selection of language and form when celebrating</b></p>   | <p><b>Grade 7 Specific Outcome 5.2.3</b></p> <p><b>Select and use context-appropriate language and form to celebrate events and accomplishments</b></p>  |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.2.3 b. Selects and uses appropriate language and form to celebrate others, special events, and accomplishments</b></p> <p>*Appropriate language may include:<br/>- tone<br/>- register<br/>- word choice<br/>- intonation<br/>- nonverbal cues ...</p> <p>*Forms may be:<br/>- written, verbal, dramatic, poetic ...</p> <p>*Keep in mind audience and purpose when selecting forms.</p> <p>*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities ...</p> <p>Examples may include:<br/>- student of the week<br/>- displays<br/>- school newspaper<br/>- presentations, assemblies<br/>- artist in the school<br/>- group stories<br/>- role plays<br/>- recitals, readings, gallery walks<br/>- celebration wall, murals, bulletin board displays<br/>- publishing parties<br/>- cards and letters of congratulation or appreciation<br/>- banners<br/>- authors' night<br/>- brown bag lunches ...</p> <p>May say:<br/>"Congratulations on winning the banner at Super Soccer. You guys really worked hard."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.2.3 b. Selects and uses appropriate language and form to celebrate others, special events and accomplishments</b></p> <p>*Appropriate language may include:<br/>- tone<br/>- register<br/>- word choice<br/>- intonation<br/>- nonverbal cues ...</p> <p>*Forms may be:<br/>- written, verbal, dramatic, poetic ...</p> <p>*Keep in mind audience and purpose when selecting forms.</p> <p>*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities ...</p> <p>Examples may include:<br/>- student of the week<br/>- displays<br/>- school newspaper<br/>- presentations, assemblies<br/>- artist in the school<br/>- group stories<br/>- recitals, readings, gallery walks<br/>- celebration wall, murals, bulletin board displays<br/>- publishing parties<br/>- cards and letters of congratulation or appreciation<br/>- banners<br/>- authors' night<br/>- brown bag lunches ...</p> <p>May say:<br/>"I'm going to put an announcement on the radio to congratulate all the people who raised money for the Terry Fox Run."</p> |

### Celebrate Special Occasions

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|--|---|
| <p><b>Grade 8 Specific Outcome 5.2.3</b></p> <p><b>Select and use context-appropriate language and form to participate in public events or traditions</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 8 the student ...</p> <p>5.2.3 b. <b>Explains selection and use of language and form to celebrate others, special events and accomplishments</b></p> <p>*Appropriate language may include:</p> <ul style="list-style-type: none"> <li>- tone</li> <li>- register</li> <li>- word choice</li> <li>- intonation</li> <li>- nonverbal cues ...</li> </ul> <p>*Forms may be:</p> <ul style="list-style-type: none"> <li>- written, verbal, dramatic, poetic ...</li> </ul> <p>*Keep in mind audience and purpose when selecting forms.</p> <p>*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities ...</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- student of the week</li> <li>- displays</li> <li>- school newspaper</li> <li>- presentations, assemblies</li> <li>- artist in the school</li> <li>- group stories</li> <li>- recitals, readings, gallery walks</li> <li>- celebration wall, murals, bulletin board displays</li> <li>- publishing parties</li> <li>- cards and letters of congratulation or appreciation</li> <li>- banners</li> <li>- authors' night</li> <li>- brown bag lunches ...</li> </ul> <p>May say:</p> <p>"I decided to make a "welcome home" banner for my sister - she's coming home from the hospital tomorrow - to show her how much I missed her."</p> | <p><b>Grade 9 Specific Outcome 5.2.3</b></p> <p><b>Select and use context-appropriate language and form to plan and participate in celebrations</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 9 the student ...</p> <p>5.2.3 b. <b>Explains selection and use of language and form in plans to celebrate others, special events and accomplishments</b></p> <p>*Appropriate language may include:</p> <ul style="list-style-type: none"> <li>- tone</li> <li>- register</li> <li>- word choice</li> <li>- intonation</li> <li>- nonverbal cues ...</li> </ul> <p>*Forms may be:</p> <ul style="list-style-type: none"> <li>- written, verbal, dramatic, poetic ...</li> </ul> <p>*Keep in mind audience and purpose when selecting forms.</p> <p>*Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life/thinking, religion, abilities ...</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- student of the week, artist in the school</li> <li>- displays</li> <li>- school newspaper</li> <li>- presentations, assemblies</li> <li>- group stories</li> <li>- recitals, readings, gallery walks</li> <li>- celebration wall, murals, bulletin board displays</li> <li>- publishing parties</li> <li>- cards and letters of congratulation or appreciation</li> <li>- banners</li> <li>- authors' night</li> <li>- brown bag lunches ...</li> </ul> <p>May say:</p> <p>"We're going to put this announcement on the radio in both English and Inuvialuktun to congratulate the grad class."</p> <p>"I wrote this poem for my granny's funeral, to say how much she meant to me."</p> |
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**General Outcome:**

**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

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| <b>Grade 6 Specific Outcome 5.2.3</b><br><br><b>Explain how context influences the selection of language and form when celebrating</b>   | <b>Grade 7 Specific Outcome 5.2.3</b><br><br><b>Select and use context-appropriate language and form to celebrate events and accomplishments</b>   |
| <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 6 the student ...</b></p> <p><b>5.2.3 c. Begins to recognize the value of own contribution to many communities</b></p> <p><b>"Begins" indicates 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 this learning outcome independently.</b></p> <p>May say:<br/>"Last year I helped with the canteen and I didn't like it, so I left early. I let people down. This year I need to sign up for something that I am going to like and stick to so that I help the team."</p> | <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 7 the student ...</b></p> <p><b>5.2.3 c. Recognizes the value of own contribution to many communities</b></p> <p>May say:<br/>"I am good at looking after little kids, so I'm going to volunteer to baby-sit for the Grade 6 Authors' Night."<br/><br/>"I'm good at designing posters so I am going to help the Brownies advertise their bake sale."</p> |

Celebrate Special Occasions

**Grade 8 Specific Outcome 5.2.3**

Select and use context-appropriate language and form to participate in public events or traditions

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

5.2.3 c. Recognizes the value of own and others' contribution to many communities

May say:

"I'm helping my little brother with his reading because his teacher says he needs to practise."

"I read to the little kids at the pre-school library night on Wednesdays."

"I'm helping my mom record my great granny's life story on video, so that we can share her stories of long ago."

**Grade 9 Specific Outcome 5.2.3**

Select and use context-appropriate language and form to plan and participate in celebrations

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

5.2.3 c. Recognizes the value of own and others' contribution to many communities

May say:

"You are really smart when it comes to planning things. You should be in charge of the Elders' Tea."

"Sammy and Ben did a terrific job of the posters and banners for the celebration. Let's remember to thank them at the feast."

**NORTHWEST TERRITORIES  
Grade 7 to Grade 9  
ENGLISH LANGUAGE ARTS  
2011**

