# NORTHWEST TERRITORIES
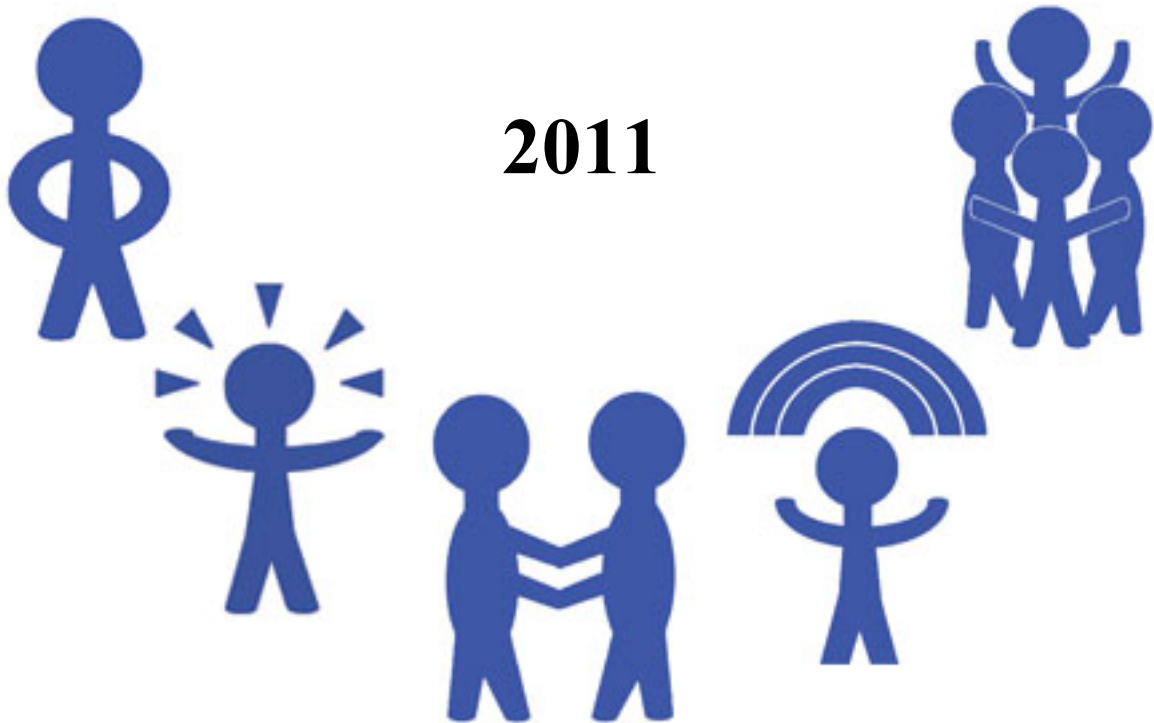
# GRADE 4 TO GRADE 7

# ENGLISH LANGUAGE ARTS

# CURRICULUM

# 2011
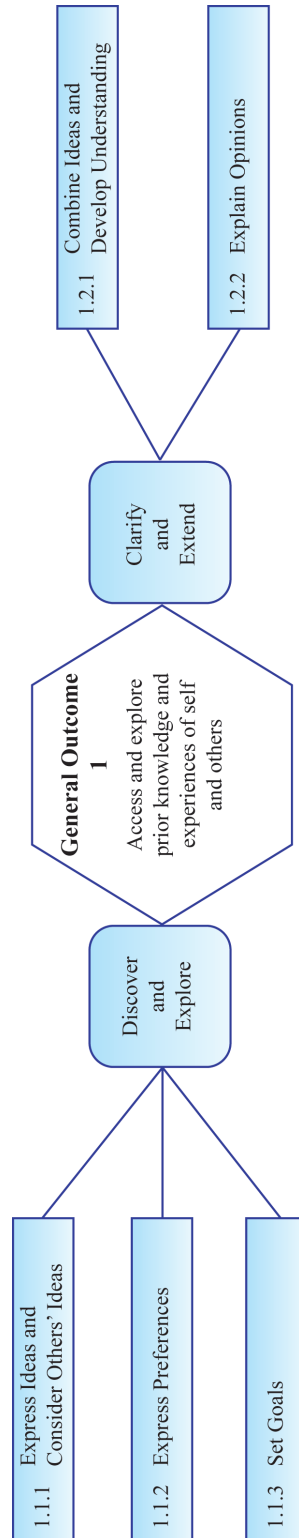
# GENERAL OUTCOME 1

**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.

Northwest Territories Education, Culture and Employment

## General Outcome 1

Access and explore prior knowledge and experiences of self and others

**Clarify and Extend**

- 1.2.1 Combine Ideas and Develop Understanding
- 1.2.2 Explain Opinions

**Discover and Explore**

- 1.1.1 Express Ideas and Consider Others' Ideas
- 1.1.2 Express Preferences
- 1.1.3 Set Goals

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

### 4  Specific Outcome  1.1.1

**Compare own and others' understandings to reflect upon personal understandings**

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

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

\*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
- centres
- dramatizations, role plays
- artistic representations
- think-alouds
- text explorations, literature circles
- appropriate questions and comments, question  strategies
- Before-During-After (BDA)
- predictions, verifications, explanations
- reflections
- small group discussion,  inside-outside circles
- point of view writing, alternate point of view stories
- Role-Audience-Format-Topic activities (RAFT)
- same and different charts, Venn Diagrams
- conferences
- surveys, interviews
- inquiries
- journals (response 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)

### 5  Specific Outcome  1.1.1

**Seek others' viewpoints to reflect on personal understanding**

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

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

\*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
- gallery walk
- 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)

Northwest Territories Education, Culture and Employment

## 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
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**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.**

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## Grade 4  Specific Outcome  1.1.1

**Compare own and others' understandings to reflect upon personal understandings**

## Grade 5  Specific Outcome  1.1.1

**Seek others' viewpoints to reflect on personal understanding**

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| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

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

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

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

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

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

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

Examples of prediction frames:
"I observe..."
"I predict..."
"I think..."
"I now know..."

May say:
"Renewable Resources tells us that we can't all hunt at the same time. Why is that? Is that because of the animals birth cycles or is it because of the migrations?"

"When I listen to the elder, I feel myself imagining what it might have been like to work hard and have less free time. I wonder about the way they entertained themselves and I wonder if I would be happy with that."

**1.1.1 a.  Reflects upon conclusions and opinions**

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

Examples of prediction frames:
"I observe..."
"I predict..."
"I think..."
"I now know..."

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

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

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

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

# Discover and Explore
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## Express Ideas and Consider Others' Ideas

| | |
|---|---|
| **Grade 6  Specific Outcome  1.1.1** | **Grade 7  Specific Outcome  1.1.1** |
| **Engage in exploratory communication to discover own interpretation and understanding** | **Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

**By the end of Grade 6 the student ...**

**By the end of Grade 7 the student ...**

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

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

Examples of prediction frames:
"I observe..."
"I predict..."
"I think..."
"I now know..."

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

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

May talk about impressions from movies, books, poetry, etc.:
"The legend is going to explain why people feel that way. That's what legends do - they explain the stuff we can't really understand."

"I think that the character did that to prove a point. Once I was mean to my brother to show him how I felt. Don't you think that sometimes it is OK to do something if it helps you to explain and then things will be better? Isn't that what happened in this book?"

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

May say:
"When I buy something now, I look at how much packaging there is. I think that's because of what we learned from that Michael Moore movie."

"How do you know when you buy something that says 'organic' that it really is? I always thought that companies had to tell the truth, but now I'm not so sure."

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

May say:
"My teacher says my iPod is going to ruin my hearing. I need to find something that will show her she's wrong."

"My mom's uncle is a shaman, but he won't ever tell me anything about it. He says I'm not ready, but I want to learn about it. I guess I need to be more patient."

"I want to know what Nasif thinks about what happened on the news last night."

# General Outcome:

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

| Grade 4  Specific Outcome  1.1.1 | Grade 5  Specific Outcome  1.1.1 |
|---|---|
| **Compare own and others' understandings to reflect upon personal understandings** | **Seek others' viewpoints to reflect on personal understanding** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

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

1.1.1  c.  **Begins to seek others' points of view through oral, print, and other media text**

**"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.**

Suggested activities:
- conversations
- interviews
- literature explorations
- role plays
- talking circles
- inquiries
- investigations ...

May say:
"I didn't know that some parents don't want their kids to go to school. Why would they think that way?"

"I think that eating fried worms is gross, but maybe that's because we never eat them. In other places they often eat different things. I wonder what they think of what we eat in Canada?"

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

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

**"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.**

May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation:
"I wonder...?"

"Tell me more about..."

"So, if..."

"Does this mean...?"

1.1.1  d.  **Begins to express personal interpretations based on new understandings**

**"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.**

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

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

"Maybe there is another way to look at this. What if...?"

"I think the author is trying to prepare us for a disaster. Look at this sentence: 'She did not know that this was the last time that she would see him.' Maybe there will be an accident, or someone will die, or someone will disappear."

## Express Ideas and Consider Others' Ideas

| Grade 6  Specific Outcome  1.1.1 | Grade 7  Specific Outcome  1.1.1 |
|---|---|
| Engage in exploratory communication to discover own interpretation and understanding | Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts |

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 6 the student ...

1.1.1 b.   **Extends questions and answers to clarify others' ideas, information, and experiences (from oral, print, and other media texts)**

May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation:
"I wonder...?

"I don't understand why..."

"Tell me more about..."

"So, if..."

"Does this mean...?"

"What if...?"

"What do you mean by...?"

"Is that the same as...or would that be like...?"

"What are you saying?"

"I don't understand when they describe..."

"What is the difference between what you are reading and what our guest speaker is showing us?"

"What kinds of predictions can I make?"

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 7 the student ...

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

May say:
"Bobby and I both think that Jesse was wrong to play for the slaves. I would have..."

"Sylvie shared her pictures from camp with me when we were skinning martens. She's using them for her Historica project and I'm going to use them for a 'how-to' book for the grade 2s."

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

May say:
"Do you remember when we read Visions and the way Jaime told us her grandpa used to 'see' into the past? I wonder if this is the same kind of thing with being like a medium and knowing what's happening to people?"

"Let's find the site map for this 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."

1.1.1 f.   **Extends questions and answers to clarify others' ideas, information, and experiences (from oral, print, and other media texts)**

May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation:
"Some research leads us to make different conclusions, so what does this all mean? And how do we work with that mixed up information?"

"I think that the character did that to prove a point. Once I was mean to my brother to show him how I felt. Don't you think that sometimes it is OK to do something if it helps you to explain and then things will be better? Isn't that what happened in this book?"

# General Outcome:

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

| Grade 4  Specific Outcome  1.1.1 | Grade 5  Specific Outcome  1.1.1 |
|---|---|
| **Compare own and others' understandings to reflect upon personal understandings** | **Seek others' viewpoints to reflect on personal understanding** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |
| 1.1.1 .   **Information is on previous page(s)** | 1.1.1 .   **Information is on previous page(s)** |

# Express Ideas and Consider Others' Ideas

| Grade 6  Specific Outcome  1.1.1 | Grade 7  Specific Outcome  1.1.1 |
|---|---|
| **Engage in exploratory communication to discover own interpretation and understanding** | **Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understandings about oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

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

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)**

**"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.**

May say:
"In our poem about school, we were wondering if all the dark colours meant that the person was sad or if the author wanted us to think and feel that it was night."

"The sounds and music used in the cartoon made me think that it was a happy time, but my partner thinks that the music was used to laugh at the character."

**General Outcome:**

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

## 4  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 preferences for 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)

## 5  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)

Northwest Territories Education, Culture and Employment

## 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)

# General Outcome:

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

| **Grade 4 Specific Outcome 1.1.2** | **Grade 5 Specific Outcome 1.1.2** |
|---|---|
| **Explain preferences for particular forms and genres of oral, print, and other media texts** | **Explain preferences for particular forms and genres of oral, print, and other media texts** |

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

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

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

Can select, with support if necessary:
- texts that can be read independently and comprehended
- oral and visual texts with appropriate content that can be easily understood

May say:
"I'm reading Stories from Wayside School, and I really like it. I'm going to read more from the series."

"Stone Fox was easy for me to read. Maybe I need to pick a book that's a little bit harder."

"I'm looking for websites about tornadoes for my Science project. Can you help me find one that's got good information but isn't too hard to read?"

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

May say:
"I like stories better than informational texts because I like to read about people doing things and going on adventures."

"Our group didn't like poems because they confuse us more than informational texts."

"E-mails are easier for me than letters because I don't feel I have to know where to put the date and all that other stuff."

"In our response journal, we wrote why we chose to read Dear Mr. Henshaw."

"I don't like mysteries..."

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

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

**"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.**

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

May say:
"Maybe I should try to read novels by different authors. I like Roald Dahl because of the humour but my friends are reading Gary Paulsen. I might try one."

"Why can't we read graphic novels for literature circles? They are novels just like the other ones we have on the reading list, and I understand them better."

"This DVD is marked PG. I guess that means we can't watch it at school..."

"I found this website when I searched in Yahooligans. It's perfect for what we need."

# Discover and Explore

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## Express Preferences

| | |
|---|---|
| **Grade 6  Specific Outcome  1.1.2** | **Grade 7  Specific Outcome  1.1.2** |
| **Explain preferences for particular forms and genres of oral, print, and other media texts** | **Explore a variety of genres, authors, and artists in oral, print, and other media texts, including those recommended by peers** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

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

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

May say:
"Bobby gave me this great link to a video on YouTube that shows seal hunt protesters. You've got to see it!"

"I started reading the Madelaine L'Engle series; I think you'd like it, too."

"I thought I had read lots of mysteries, but the librarian gave me some titles that I have never heard of. I might check those out or put them on my list for later."

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

May say:
"Our literature group met to talk about what we are reading on our own. We learned the same topics are often discussed in magazines, books, novels, or in poems. I prefer to get my information in magazines because..."

"I like watching biographies on the History channel. Those ones are my favourites because I am interested in the second world war."

"My dad always listens to old cowboy 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."

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

May say:
"My friend said I'd really like this book because it's written by an author I like, but it's a whole different set of characters, and I can't get into it."

"I thought this biography of Jason Spezza would be good - I really like him - but it's just all statistics, and it's boring!"

"I got this new series from Kozumi Shinozawe and it's really good. I like everything he writes."

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

May say:
"I like the way manga authors can give so much information through the drawings as well as the words. It's like reading in two different ways, and then putting the pieces together to make sense."

"I really like fantasy and sci-fi, but not that 'girlie' stuff - there needs to be lots of action, like in Eragon or Lord of the Rings."

"I read all the VC Andrews books because I liked the way some of the characters moved from book to book. I like it when you get to know a character better."

**General Outcome:**

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

| Grade 4  Specific Outcome  1.1.2 | Grade 5  Specific Outcome  1.1.2 |
|---|---|
| Explain preferences for particular forms and genres of oral, print, and other media texts | Explain preferences for particular forms and genres of oral, print, and other media texts |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
| 1.1.2 .  Information is on previous page(s) | 1.1.2  b.  Discusses preferences for particular author, genre, medium, and/or form (oral, print, or other media texts)<br><br>May say:<br>"Why don't authors automatically make videos of their stories. Then we could see them and that's so much better."<br><br>"Powerpoint presentations are better than just oral presentations because with technology I can show things and have my audience hear things too. I think that's better than just writing too."<br><br>"On our T-chart we listed why we like watching a play better than reading it."<br><br>"I like newspaper articles because I have all the information at the very beginning to understand the rest of the story." |

# Discover and Explore

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## Express Preferences

| Grade 6  Specific Outcome  1.1.2 | Grade 7  Specific Outcome  1.1.2 |
|---|---|
| **Explain preferences for particular forms and genres of oral, print, and other media texts** | **Explore a variety of genres, authors, and artists in oral, print, and other media texts, including those recommended by peers** |

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

## General Outcome:

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

## 4  Specific Outcome  1.1.3

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

*Language use includes all six language arts.

*Receiving language process stages may include:
- pre-reading/listening/viewing
- reading/listening/viewing
- responding
- exploring
- 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 ...

## 5  Specific Outcome  1.1.3

**Set personal goals to enhance language learning and use**

*Language use includes all six language arts.

*Receiving language process stages may include:
- pre-reading/listening/viewing
- reading/listening/viewing
- responding
- exploring
- 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 ...

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## 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 ...

**General Outcome:**

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

| Grade 4 Specific Outcome 1.1.3 | Grade 5 Specific Outcome 1.1.3 |
|---|---|
| **Identify areas of personal accomplishment and areas for enhancement in language learning and use** | **Set personal goals to enhance language learning and use** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

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

May say:
"What are my strengths and weaknesses?"

"What strategy(s) worked for me?"

"My attitude towards reading really changed once I got into the Harry Potter books. I like fantasy, not animal stories."

See:
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

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

Suggested activities:
- conversations
- conferences
- buddy/partner experiences
- circles
- author/illustrator chair
- centres
- reading and writing workshops/processes
- journals
- reader's and writer's responses
- checklists
- reading inventories ...

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

See:
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

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

May say:
"What are my strengths and weaknesses?"

"What strategy(s) worked for me?"

"I learned that I write much better when I get to choose the topic in writers' workshop."

"I am going to ask if I can choose books for reading assignments."

"I need to have it quiet around me when I listen to someone. I can't focus if there's noise."

"I need to talk less when I watch movies so I can keep track of what's going on."

See:
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

Northwest Territories Education, Culture and Employment

# Discover and Explore
---
## Set Goals

| Grade 6  Specific Outcome  1.1.3 | Grade 7  Specific Outcome  1.1.3 |
|---|---|
| Reflect on personal language use and revise personal goals to enhance language learning and use | Describe and assess personal language use and revise personal goals to enhance language learning and use |

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

**By the end of Grade 6 the student ...**

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

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

May say:
"What are my strengths and weaknesses?"

"What strategy(s) worked for me?"

"I learned that I write much better when I get to choose the topic in writers' workshop. I am going to ask if I can choose books for reading assignments."

"It is interesting that for this project lots more of us were involved. I think that is because we enjoyed putting our math information into building a log house."

"Maybe we need to write real letters because we are more involved with issues."

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

**By the end of Grade 7 the student ...**

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

May say:
"I like the way that TV commercial uses music to contrast with the words and pictures on the screen. It makes you think."

"Do you think that the tag lines we remember from movies are always the most important ones?"

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

May say:
"If the purpose of the presentation is to persuade people, then what should we put in our assessment rubric? It needs to look at our word choice, how we present the information, and how we thought about our audience. What else?"

"I think it's more important that you understand what you've read, rather than how fast you finish."

See:
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

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

May say:
"Our presentation was good, but we could have used more precise language. That is going to be my goal for next term."

"I keep choosing books by the same author in one series. I think I need to stretch a bit and pick something different."

"I started using sticky notes to track my thinking when I'm reading, but they keep falling out. I'm going to try two-column notes, instead."

# General Outcome:

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

---

| **Grade 4  Specific Outcome  1.1.3** | **Grade 5  Specific Outcome  1.1.3** |
|---|---|
| **Identify areas of personal accomplishment and areas for enhancement in language learning and use** | **Set personal goals to enhance language learning and use** |

---

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

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

Suggested activities:
- conversations
- conferences
- buddy/partner experiences
- circles
- author/illustrator chair
- centres
- reading and writing workshops/processes
- journals
- reader's and writer's responses
- checklists
- reading inventories ...

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

See:
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

**1.1.3 b.**  **Begins to set the criteria to assess the goals set for reading, listening and/or viewing (behaviours, skills, and strategies)**

**"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.**

Suggested activities:
- conversations
- conferences
- buddy/partner experiences
- circles
- author/illustrator chair
- centres
- reading and writing workshops/processes
- journals
- reader's and writer's responses

May say:
"My goal is to understand what I read silently. I will know that I got the message if I can talk about what I learned."

"My goal is to be a more active listener. I will know if I have done that if I can ask a relevant question."

See:
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

Northwest Territories Education, Culture and Employment

# Discover and Explore
---

| Grade 6  Specific Outcome  1.1.3 | Grade 7  Specific Outcome  1.1.3 |
|---|---|
| **Reflect on personal language use and revise personal goals to enhance language learning and use** | **Describe and assess personal language use and revise personal goals to enhance language learning and use** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

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

Suggested activities:
- conversations
- conferences
- buddy/partner experiences
- circles
- author/illustrator chair
- centres
- reading and writing workshops/processes
- journals
- reader's and writer's responses ...

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

See:
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

**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.**

| **Grade 4 Specific Outcome 1.1.3** | **Grade 5 Specific Outcome 1.1.3** |
|---|---|
| **Identify areas of personal accomplishment and areas for enhancement in language learning and use** | **Set personal goals to enhance language learning and use** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |
| 1.1.3 .   Information is on previous page(s) | 1.1.3 c.  **Begins to set the criteria to assess the goals set for writing, speaking and/or representing (behaviours, skills, and strategies)** |

**Grade 5 continued:**

**"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.**

Suggested activities:
- conversations
- conferences
- buddy/partner experiences
- circles
- author/illustrator chair
- centres
- reading and writing workshops/processes
- journals
- reader's and writer's responses

May say:
"If I said I was aiming to improve my editing, I will need to check if I use periods, commas, and some semicolons..."

"If my goal was to persuade the audience to recycle their pop cans, I will know that I was successful if more pop cans go in the recycling bin rather than the garbage."

See:
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

# Discover and Explore

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## Set Goals

| | |
|---|---|
| **Grade 6  Specific Outcome  1.1.3** | **Grade 7  Specific Outcome  1.1.3** |
| **Reflect on personal language use and revise personal goals to enhance language learning and use** | **Describe and assess personal language use and revise personal goals to enhance language learning and use** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |
| 1.1.3 .   **Information is on previous page(s)** | 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.

## 4 Specific Outcome 1.2.1

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

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

## 5 Specific Outcome 1.2.1

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

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

# Clarify and Extend
---
## Combine Ideas and Develop Understanding

| | |
|---|---|
| **6  Specific Outcome  1.2.1** | **7  Specific Outcome  1.2.1** |
| Reflect on prior knowledge and experiences to arrive at new understandings | 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**<br>    Express Ideas and Consider Others' Ideas (1.1.1) | **Specific Outcome Links**<br>    Express Ideas and Consider Others' Ideas (1.1.1) |

# General Outcome:

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

| Grade 4  Specific Outcome  1.2.1 | Grade 5  Specific Outcome  1.2.1 |
|---|---|
| **Connect new information and experiences with prior knowledge to construct meaning in different contexts** | **Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

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

**"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.**

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

Suggested activities:
- journals
- Venn diagrams
- T-chart, story charts
- Think-Pair-Share (TPS)
- prediction frames: I observe, I predict, I think, I now know...
- Before-During-After (BDA
- maps, graphs
- surveys
- learning logs, inquiry notebooks, inquiry or research response sheets
- inquiry process, scientific method ...

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

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

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

May say:
"If the people in our Territory use skins for clothing, in Australia they must use snake and kangaroo skins for clothing too."

"I remember when I figured out that... Now I see something more..."

Northwest Territories Education, Culture and Employment

# Clarify and Extend
---
## Combine Ideas and Develop Understanding

| | |
|---|---|
| **Grade 6  Specific Outcome  1.2.1**<br><br>**Reflect on prior knowledge and experiences to arrive at new understandings** | **Grade 7  Specific Outcome  1.2.1**<br><br>**Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings** |

| | |
|---|---|
| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |

**By the end of Grade 6 the student ...**

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

**"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.**

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

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

Suggested activities:
- Venn diagrams
- T-charts
- story charts
- fishbone diagrams
- Before-During-After (BDA)
- maps
- graphs
- tallies ...

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

---

**By the end of Grade 7 the student ...**

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

May say:
"When we read A Wrinkle in Time we learned that they tesseract through time and space. I'm thinking that in A Wind at the Door it will be the same."

"When we watched the movie Holes I think it helped that we read the book first. It made it easier to figure why some of the stuff happened."

"When we read Tracking Triple Seven I didn't really understand the parts that were set in the camp. After we went to visit Ekati, it makes a lot more sense."

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

Suggested activities:
- Venn diagrams
- T-charts
- story charts
- fishbone diagrams
- Before-During-After (BDA)
- maps
- graphs
- tallies ...

May say:
"Suppose we are stranded on a northern island. We would have to hunt animals and find ways to prepare the hides or we would freeze once our clothes got too small or wet or winter came. But on an southern island, we would have to learn to protect ourselves from the sun. I wonder if we would use animal skins or something else?"

# General Outcome:

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

---

**Grade 4  Specific Outcome  1.2.1**

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

**Grade 5  Specific Outcome  1.2.1**

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

---

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

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

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

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

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

See Ask Questions (3.1.2)

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

**"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.**

Suggested activities:
- Venn diagrams
- T-charts
- story charts
- fishbone diagrams
- Before-During-After (BDA)
- maps
- graphs
- tallies ...

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

# Clarify and Extend
---
## Combine Ideas and Develop Understanding

| | |
|---|---|
| **Grade 6 Specific Outcome 1.2.1** | **Grade 7 Specific Outcome 1.2.1** |
| **Reflect on prior knowledge and experiences to arrive at new understandings** | **Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings** |

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

By the end of Grade 6 the student ...

1.2.1 c. **Extends questions and answers to clarify and connect 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 ...

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

By the end of Grade 7 the student ...

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

May say:
"We thought it would be good to have a shorter recess because then we could go home sooner. When we brought it to the student council they thought so too. But when we went to the principal, she said that we had to have breaks during the day because that was in the Education Act. So I guess we need to think of another way."

"I was sure that Snape was a good guy, right until the end of the book. I could hardly believe it when he turned out to be evil."

# General Outcome:

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

| Grade 4 Specific Outcome 1.2.1 | Grade 5 Specific Outcome 1.2.1 |
|---|---|
| Connect new information and experiences with prior knowledge to construct meaning in different contexts | Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**Grade 4 (left column):**

1.2.1 .  Information is on previous page(s)

**Grade 5 (right column):**

1.2.1 c.  Formulates new questions and begins to extend questions and answers to clarify and connect others' ideas, information, and experiences (from oral, print, and other media texts)

"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.

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 ...

Northwest Territories Education, Culture and Employment

# Clarify and Extend
---
## Combine Ideas and Develop Understanding

| | |
|---|---|
| **Grade 6  Specific Outcome  1.2.1**<br><br>**Reflect on prior knowledge and experiences to arrive at new understandings** | **Grade 7  Specific Outcome  1.2.1**<br><br>**Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings** |

| | |
|---|---|
| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

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

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

See Ask Questions (3.1.2)

# General Outcome:

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

## 4 Specific Outcome 1.2.2

Express new concepts and understandings in own words, and explain personal opinions

**Specific Outcome Links**

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

## 5 Specific Outcome 1.2.2

Explain the importance of linking personal perceptions to others' understandings

**Specific Outcome Links**

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

## Explain Opinions

### 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)

## General Outcome:

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

| Grade 4 Specific Outcome 1.2.2 | Grade 5 Specific Outcome 1.2.2 |
|---|---|
| **Express new concepts and understandings in own words, and explain personal opinions** | **Explain the importance of linking personal perceptions to others' understandings** |

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

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

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

Strategies may include:
- talking
- retelling
- sketching
- dramatizing
- writing
- organizing
- representing
- journaling
- reflecting
- questioning
- responding
- revisiting
- researching ...

May say:
"The author of this newspaper article seems to think that it is OK to kill as many moose or caribou as you want. But we know that lots of whales are now extinct because of over-killing or harvesting. I think that the government is right to control how many moose we kill and how big the fish are that we can keep."

"If we listen to that newspaper article, wouldn't we be doing the same as the whalers did if we take what we want or don't listen to the laws?"

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

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

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

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

May say:
"I think...because when I..."  "I thought she'd...because..."

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

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

# Clarify and Extend
---
## Explain Opinions

| Grade 6  Specific Outcome  1.2.2 | Grade 7  Specific Outcome  1.2.2 |
|---|---|
| **Explain personal viewpoints in clear and meaningful ways, and revise previous understandings** | **Summarize, explain and represent personal viewpoints in clear and purposeful ways** |

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

**By the end of Grade 6 the student ...**

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

May say:
"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."

See Synthesize Information (3.3.4)

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

**By the end of Grade 7 the student ...**

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

May say:
"Spending all that money on a bridge is wrong, because... We need to tell our MLA how we feel. We can write a letter to the editor, too. "

"People shouldn't be allowed to smoke in their cars if there are kids in there. I keep telling my sister she's going to make my niece sick."

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

Examples may include:
- videos
- slide shows
- posters
- brochures
- drama
- dance
- poetry
- songs
- music
- rap ...

May say:
"I made a poster on recycled newspaper to show how we need to recycle paper to save the forests."

"Mickey and I made up a rap with lots of moves and a fast rhythm to show how we feel about over-hunting and how that hurts all of us."

"I have a poem with lots of imagery about how racism hurts people that I want to read at assembly."

# General Outcome:

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

| **Grade 4  Specific Outcome  1.2.2** | **Grade 5  Specific Outcome  1.2.2** |
|---|---|
| **Express new concepts and understandings in own words, and explain personal opinions** | **Explain the importance of linking personal perceptions to others' understandings** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

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

**"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.**

May say:
"I think that I agree with the Renewable Officer about the oil pipeline. He's right; it is an environmental issue. He showed on the maps that the migration paths of the caribou have changed since we have a pipeline in the MacKenzie Valley. If we had to vote right now, I think I would vote against a pipeline."

"I am not sure I understand why you would drink diet pop when it is so full of chemicals, like aspartame. I think you should just drink the regular stuff. But that team's presentation made it sound like they thought that the chemicals were better for us than the sugar. So what's worse?"

See Synthesize Information  (3.3.4)

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

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

See Synthesize Information (3.3.4)

Northwest Territories Education, Culture and Employment

# Clarify and Extend
---
## Explain Opinions

| | |
|---|---|
| **Grade 6 Specific Outcome 1.2.2** | **Grade 7 Specific Outcome 1.2.2** |
| **Explain personal viewpoints in clear and meaningful ways, and revise previous understandings** | **Summarize, explain and represent personal viewpoints in clear and purposeful ways** |

| | |
|---|---|
| **Learning Outcomes &** <br> **Corresponding Illustrative Example(s)** | **Learning Outcomes &** <br> **Corresponding Illustrative Example(s)** |
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

1.2.2 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)**

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

Suggested activities:
- discussions
- journals, response journals, learning logs
- concept webs/ maps/frames
- word splashes and charts
- Venn diagrams
- interviews
- questions and answers
- written reviews
- posters
- advertisements
- research
- science experiments
- survey analyses
- data analyses
- debates
- essays ...

May say:
"I thought that smoking only hurt yourself, but since I did Don't be a Butthead I realized that secondhand smoke hurts the people around you, too."

"I thought that those granola bars were a healthy snack, but when we compared the labels, some of them have as much fat and sugar as cookies! I need to pay more attention when I choose snacks."

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

| Grade 4 Specific Outcome 1.2.2 | Grade 5 Specific Outcome 1.2.2 |
|---|---|
| **Express new concepts and understandings in own words, and explain personal opinions** | **Explain the importance of linking personal perceptions to others' understandings** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

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

**"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.**

Suggested activities:
- conversations
- journals
- illustrations
- paintings
- sculptures
- dances
- songs
- poems
- stories
- centres
- readers' workshop
- writers' workshop
- exploratory talk
- letters ...

May say:
"We can't all hunt at the same time, or in the same places. I think that hunting rights are different for some of our families."

"I think...because when I... "

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

**1.2.2 c.** **Begins to use 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)**

**"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.**

Suggested activities:
- discussions
- journals, response journals, learning logs
- concept webs/ maps/frames
- word splashes, charts
- Venn diagrams
- interviews
- questions and answers
- written reviews
- posters
- advertisements
- research
- science experiments
- survey analyses
- data analyses ...

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

Northwest Territories Education, Culture and Employment

# Clarify and Extend
---
## Explain Opinions

| **Grade 6  Specific Outcome  1.2.2** | **Grade 7  Specific Outcome  1.2.2** |
|---|---|
| **Explain personal viewpoints in clear and meaningful ways, and revise previous understandings** | **Summarize, explain and represent personal viewpoints in clear and purposeful ways** |

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

**By the end of Grade 6 the student ...**

1.2.2 .   Information is on previous page(s)

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

**By the end of Grade 7 the student ...**
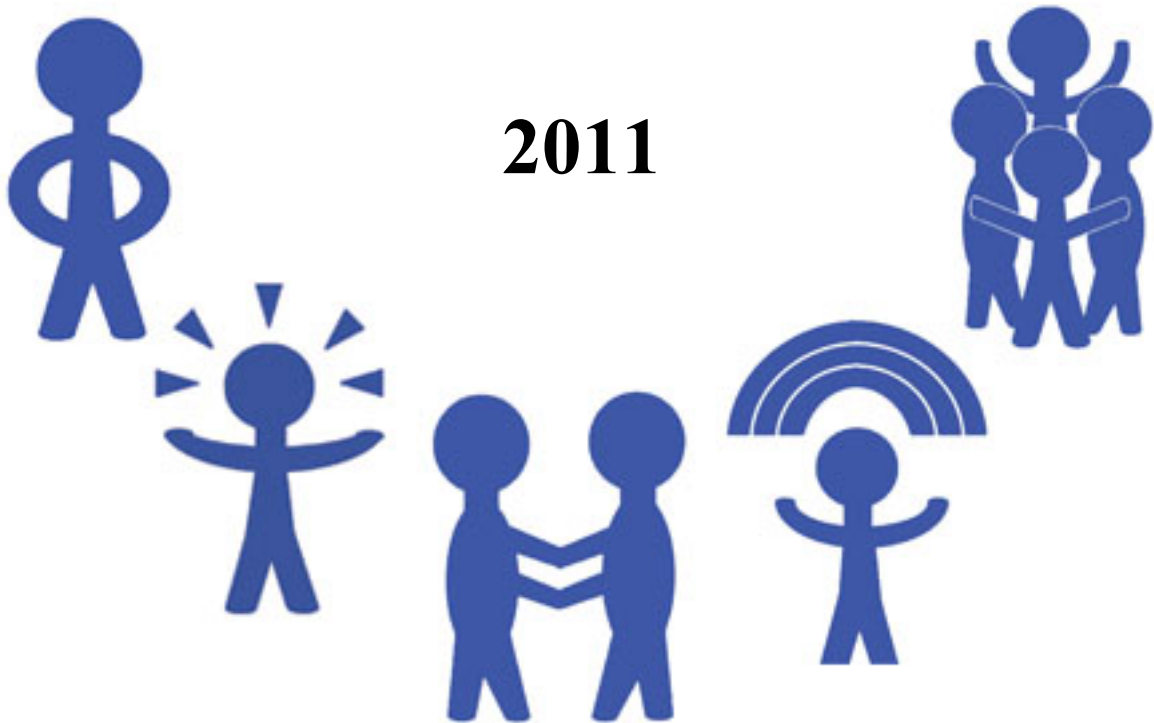
1.2.2 .   Information is on previous page(s)

# NORTHWEST TERRITORIES

# GRADE 4 TO GRADE 7

# 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 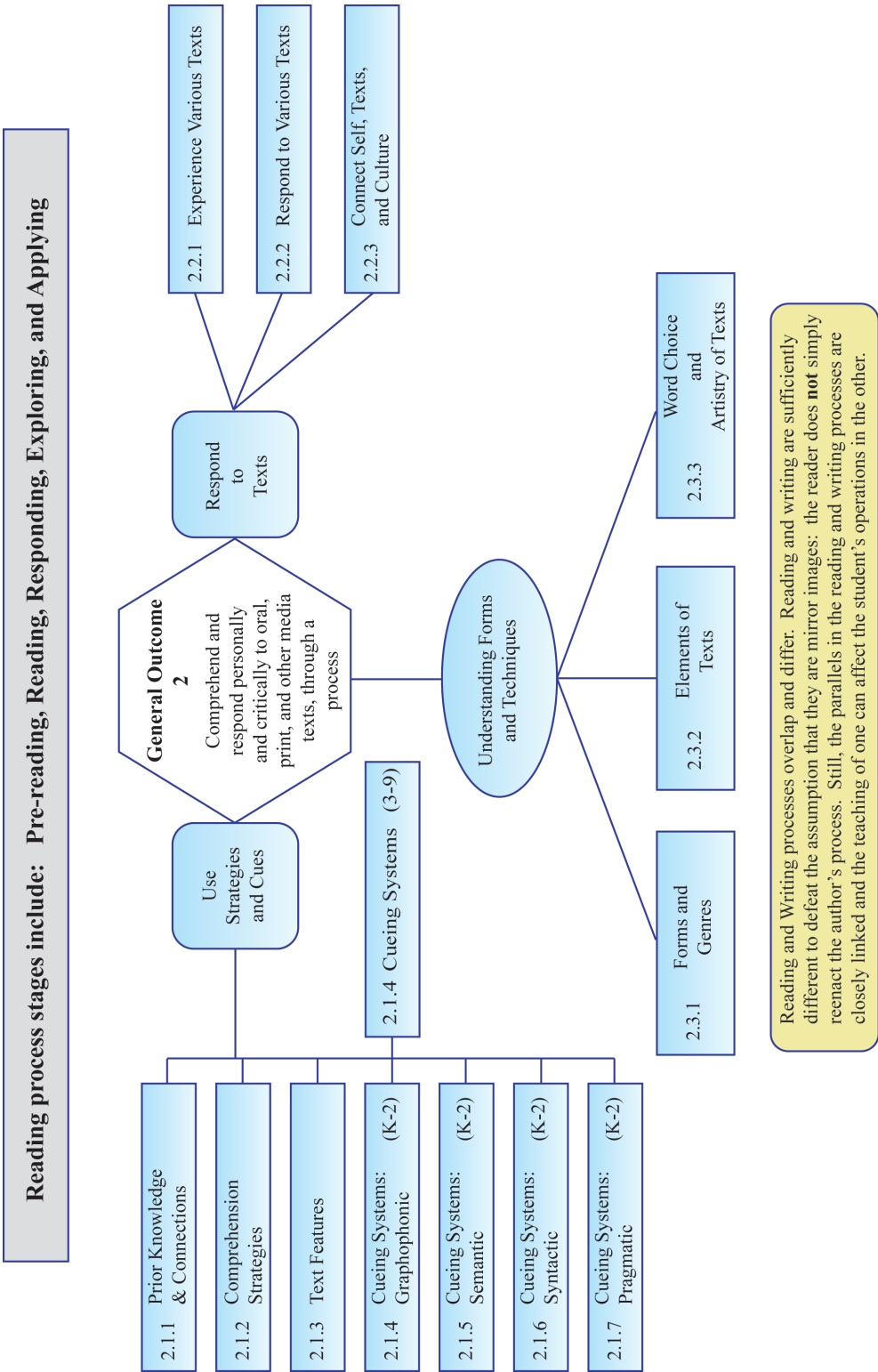study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

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.

Northwest Territories Education, Culture and Employment

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

## General Outcome 2
Comprehend and respond personally and critically to oral, print, and other media texts, through a process

**Respond to Texts**

- 2.2.1 Experience Various Texts
- 2.2.2 Respond to Various Texts
- 2.2.3 Connect Self, Texts, and Culture

**Use Strategies and Cues**

- 2.1.1 Prior Knowledge & Connections
- 2.1.2 Comprehension Strategies
- 2.1.3 Text Features
- 2.1.4 Cueing Systems (3-9)
- 2.1.4 Cueing Systems: Graphophonic (K-2)
- 2.1.5 Cueing Systems: Semantic (K-2)
- 2.1.6 Cueing Systems: Syntactic (K-2)
- 2.1.7 Cueing Systems: Pragmatic (K-2)

**Understanding Forms and Techniques**

- 2.3.1 Forms and Genres
- 2.3.2 Elements of Texts
- 2.3.3 Word Choice and Artistry of Texts

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.

| | |
|---|---|
| **4  Specific Outcome  2.1.1** | **5  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)

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## 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)

## 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.**

---

| Grade 4 Specific Outcome 2.1.1 | Grade 5 Specific Outcome 2.1.1 |
|---|---|
| Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding | Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding |

---

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

By the end of Grade 4 the student ...

By the end of Grade 5 the student ...

**2.1.1 a. Represents the connections that evolve from conversations, and the exploration of texts (oral, print, and other media)**

*may choose to use graphic organizers to represent the connections that evolved from conversations

Graphic organizers may include:
- journals, learning logs, reflection logs
- pictographs, 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, word maps, sequence maps, character maps, mind maps, chapter maps
- lists, outlines, paragraphs
- charts, comparison charts, jot charts, clusters, pyramids
- Know-Want to know-Learned (KWL)
- Who-What-Where-When-Why-How (5 Ws + H)
- Before-During-After (BDA)
- think bubbles, think-alouds
- 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, process notes
- information comic strips, information flip books
- bibliographies
- self-check tools, rubrics
- anticipation guides ...

May say:
"We have two boats: one that topples over with its weight, and the second model that floats even when we put lots of pennies into it."

**2.1.1 a. Integrates and describes new ideas and information into personal understandings**

*new ideas and information evolved from the connections between self and text

May say:
"This science book is hard to understand, but since we played with microscopes and telescopes last week, it makes more sense to me. I think I understand the differences between the shapes of the lenses a little bit better because I can remember what each one did."

See Synthesize Information (3.3.4)

Northwest Territories Education, Culture and Employment

# Use Strategies and Cues

---

## Prior Knowledge and Connections

| | |
|---|---|
| **Grade 6  Specific Outcome  2.1.1** | **Grade 7  Specific Outcome  2.1.1** |
| **Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding** | **Make and explain connections between previous experiences, prior knowledge, and texts (oral, print, and other media)** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

2.1.1 a.  **Integrates new ideas and information into personal understandings**

 *new ideas and information evolved from the connections between self and texts

May say:
"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."

See Synthesize Information (3.3.4)

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

May say:
"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."

See Synthesize Information (3.3.4)

2.1.1 b.  **Seeks to understand, through discussions, connections others have identified**

May say:
"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."

---

# 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.**

| Grade 4 Specific Outcome 2.1.1 | Grade 5 Specific Outcome 2.1.1 |
|---|---|
| Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding | Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

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

**2.1.1 b. Begins to integrate and describe new ideas and information into personal understandings**

**"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.**

*new ideas and information evolved from the connections between self and texts

May say:
"Last year we talked about things that float. This year we are designing boats to see how to make even heavy things float. Our model is flat bottomed and it can hold a lot of weight. It is all about spreading out the weight over a bigger surface area."

See Synthesize Information (3.3.4)

**2.1.1 c. Begins to seek to understand, through discussion, the connections others have identified**

**"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.**

May say:
"Our group drew a map that shows the development of many communities along water ways or rivers. The settlers did that so that they could trade goods with one another. Transportation along rivers was easier than travelling on land."

---

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

**2.1.1 b. Represents the connections that evolve from conversations, and the exploration of texts (oral, print, and other media)**

*may choose to use graphic organizers to represent the connections that evolved from conversations

Graphic organizers may include:
- journals, logs, reflection logs
- pictographs, physical graphs, line graphs, bar graphs, 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, sequence maps, character maps, mind maps, chapter maps
- lists, outlines, paragraphs
- charts, comparison charts, jot charts, clusters, pyramids
- Who-What-Where-When-Why-How (5 Ws + H)
- think bubbles, think-alouds
- continuum, timelines
- Venn diagrams, chains, webs, cycles, sequence circles
- story maps, plot diagrams, word maps
- Know-Want to know-Predict-Learned (KWPL)
- Plus-Minus-Interesting (PMI)
- prediction frames, concept frames
- information comic strips, information flip books
- bibliographies , process notes
- self-check tools, rubrics
- anticipation guides, matrices, spread sheets
- I-search
- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...

**2.1.1 c. Seeks to understand, through discussion, the connections others have identified**

May say:
"So, if the Hudson's Bay Company built forts as trading posts and sometimes they became communities, how were communities made in the South? Are all communities set up because of trade?"

Northwest Territories Education, Culture and Employment

# Use Strategies and Cues
---

## Prior Knowledge and Connections

| Grade 6  Specific Outcome  2.1.1 | Grade 7  Specific Outcome  2.1.1 |
|---|---|
| **Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding** | **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 6 the student ...**

2.1.1 b.  **Represents the connections that evolve from conversations, and the exploration of texts (oral, print, and other media)**

*may choose to use graphic organizers to represent the connections that evolved from conversations

Graphic organizers may include:
- journals, logs, reflection logs
- pictographs, physical graphs, line graphs, bar graphs, 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, sequence maps, character maps, mind maps, chapter maps
- lists, outlines, paragraphs
- charts, comparison charts, jot charts, clusters, pyramids
- Who-What-Where-When-Why-How (5 Ws + H)
- think bubbles, think-alouds
- continuum, timelines
- Venn diagrams, chains, webs, cycles, sequence circles
- story maps, plot diagrams, word maps
- Know-Want to know-Predict-Learned (KWPL)
- Plus-Minus-Interesting (PMI)
- prediction frames, concept frames
- information comic strips, information flip books
- bibliographies , process notes
- slim jims, dancing boxes
- self-check tools, rubrics
- anticipation guides, matrices, spread sheets
- I-search
- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...

May say:
"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."

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

**By the end of Grade 7 the student ...**

2.1.1 c.  **Explains connections developed through exploration of texts (oral, print, and other media)**

Graphic organizers may include:
- journals, logs, reflection logs
- pictographs, physical graphs, line graphs, bar graphs, 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, sequence maps, character maps, mind maps, chapter maps
- lists, outlines, paragraphs
- charts, comparison charts, jot charts, clusters, pyramids
- Who-What-Where-When-Why-How (5 Ws + H)
- think bubbles, think-alouds
- continuum, timelines
- Venn diagrams, chains, webs, cycles, sequence circles
- story maps, plot diagrams, word maps
- Know-Want to know-Predict-Learned (KWPL)
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- prediction frames, concept frames
- information comic strips, information flip books
- bibliographies , process notes
- slim jims, dancing boxes
- self-check tools, rubrics
- anticipation guides, matrices, spread sheets
- I-search
- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...

May say:
"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."

# 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  2.1.1** | **Grade 5  Specific Outcome  2.1.1** |
| **Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding** | **Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding** |
| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |
| 2.1.1 .  **Information is on previous page(s)** | 2.1.1 .  **Information is on previous page(s)** |

## Prior Knowledge and Connections

| Grade 6 Specific Outcome 2.1.1 | Grade 7 Specific Outcome 2.1.1 |
|---|---|
| Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding | Make and explain connections between previous experiences, prior knowledge, and texts (oral, print, and other media) |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

2.1.1 c. **Seeks to understand, through discussion, the connections others have identified**

May say:
"I don't see it the way you do; can you explain what you learned about... and how you arrived at that, again?"

2.1.1 d. **Begins to explain the connections that evolve from the exploration of texts (oral, print, and other media)**

**"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.**

May say:
"I changed my mind about sharing natural resources because..."

2.1.1 . Information is on previous page(s)

**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.**

## 4 Specific Outcome 2.1.2

**Set a purpose and discuss anticipated meaning of oral, print, and other media texts; use 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)

## 5 Specific Outcome 2.1.2

**Anticipate meaning of oral, print, and other media texts; use 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
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- 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)

## 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
> - 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.**

| Grade 4  Specific Outcome  2.1.2 | Grade 5  Specific Outcome  2.1.2 |
|---|---|
| **Set a purpose and discuss anticipated meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding** | **Anticipate meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**2.1.2 a. Reflects upon own reading behaviours**

Strategies may include:
- talking
- journaling
- logging
- peer conferencing
- teacher conferencing
- parent conferencing
- goal setting ...

May say:
"I understand best when I..."

"I have trouble putting my information in the right order. I really need to use a story map."

"When it didn't make sense to me, I..."

See:
Set Goals (1.1.3)
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

**2.1.2 a. Reflects upon own reading behaviours**

Strategies may include:
- talking
- journaling
- logging
- peer conferencing
- teacher conferencing
- parent conferencing
- goal setting ...

May say:
"Wow, because I previewed the reading and looked at the subtitles, I knew exactly which parts I had to read and which parts I could skip. That really helped me to cut time."

"On the reading behaviours checklist, I learned that I am good at...but really need to work on..."

"At first I was worried that I would never be able to read this whole book for my project, but I don't have to read it all. I found the section that talks about natural resources; so I am skipping the rest because it won't help me."

See:
Set Goals (1.1.3)
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

Northwest Territories Education, Culture and Employment

## Comprehension Strategies

| Grade 6  Specific Outcome  2.1.2 | Grade 7  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 | Select and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media) |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

**By the end of Grade 6 the student ...**

**2.1.2 a.  Reflects upon own reading behaviours**

Strategies may include:
- talking
- journaling
- logging
- peer conferencing
- teacher conferencing
- parent conferencing
- goal setting ...

May say:
"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."

"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?"

See:
Set Goals (1.1.3)
Synthesize Information (3.3.4)
Evaluate Group Processes (5.1.3)

**By the end of Grade 7 the student ...**

**2.1.2 a.  Reflects upon and explains own reading behaviours**

May say:
"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."

"I like to write notes in the margins when I'm reading for information; it helps me remember the important ideas."

**2.1.2 b.  Selects and uses thinking and/or comprehension strategies to construct and confirm understanding**

*Keep in mind text and purpose when matching the reading comprehension strategies to the task.

*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones.

May say:
"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."

"I kept playing out the story in my head, like a slide show, as I was reading."

**2.1.2 c.  Monitors understanding of texts (oral, print and other media) with an appropriate complexity of content and sophistication of style**

May say;
"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."

"I keep jot notes as I am reading to remember the key ideas."

"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."

## 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.**

---

**Grade 4  Specific Outcome  2.1.2**

**Set a purpose and discuss anticipated meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding**

**Grade 5  Specific Outcome  2.1.2**

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

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**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

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

**2.1.2  b.  Uses key thinking and/or comprehension strategies to construct and confirm understanding**

*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones.

Reading comprehension <u>activities and recording tools</u> may include:
- conversations
- readers' workshop
- brainstorming
- predicting, prediction frames
- drawing (beginning, middle, and predicting the ending)
- reenactments, dramatizations
- Know-Want to Know-Learned (KWL)
- Know-Want to Know-Predict-Learned (KWPL)
- anticipation guides (advance organizers)
- Listen-Sketch-Share (LSS)
- Think-Pair-Share (TPS)
- predict-connect-check
- Directed Reading-Thinking Activity (DRTA)
- shared reading, guided reading
- Before-During-After (BDA) chart
- literature circles, book talks
- T-charts, Y-charts
- story maps, Venn Diagrams, concept maps, webs, chapter maps, flow charts, timelines
- look -it-over
- conferences
- exploratory talk
- Question the Author (QtA)
- then and now activities
- Self-monitoring Approach to Reading and Thinking (SMART)
- pre-reading question strips
- Question-Answer Relationships (QAR)
- Survey-Questions-Read-Recite-Review (SQ3R)

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

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

**2.1.2  b.  Uses key thinking and/or comprehension strategies to construct and confirm understanding**

*Keep in mind text and purpose when matching the reading comprehension strategies to the task.

*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones.

Reading comprehension <u>activities and recording tools</u> may include:
- conversations
- readers' workshop
- brainstorming
- predicting, prediction frames
- drawing (beginning, middle, and predicting the ending)
- reenactments, dramatizations
- Know-Want to Know-Learned (KWL)
- Know-Want to Know-Predict-Learned (KWPL)
- anticipation guides (advance organizers)
- Listen-Sketch-Share (LSS)
- Think-Pair-Share (TPS)
- predict-connect-check
- Directed Reading-Thinking Activity (DRTA)
- shared reading, guided reading
- Before-During-After (BDA) chart
- literature circles, book talks
- T-charts, Y-charts
- story maps, Venn Diagrams, concept maps, webs, chapter maps, flow charts, timelines
- look -it-over
- conferences
- exploratory talk
- Question the Author (QtA)
- then and now activities
- Self-monitoring Approach to Reading and Thinking (SMART)
- pre-reading question strips
- Question-Answer Relationships (QAR)
- Survey-Questions-Read-Recite-Review (SQ3R)
- reciprocal teaching and questioning

Northwest Territories Education, Culture and Employment

# Comprehension Strategies

| Grade 6 Specific Outcome 2.1.2 | Grade 7 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** | **Select and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**2.1.2 b.** Uses key thinking and/or comprehension strategies to construct and confirm understanding

*Keep in mind text and purpose when matching the reading comprehension strategies to the task.

*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones.

Reading comprehension <u>activities and recording tools</u> may include:
- conversations, exploratory talk
- readers' workshop
- brainstorming
- predicting, prediction frames
- drawing (beginning, middle, and predicting the ending)
- reenactments, dramatizations
- Know-Want to Know-Predict-Learned (KWPL)
- anticipation guides (advance organizers)
- Listen-Sketch-Share (LSS), Think-Pair-Share (TPS)
- predict-connect-check
- Directed Reading-Thinking Activity (DRTA)
- shared reading, guided reading
- Before-During-After (BDA) chart
- literature circles, book talks
- story maps, Venn Diagrams, concept maps, webs, chapter maps, flow charts, timelines
- look -it-over
- conferences
- Question the Author (QtA)
- then and now activities
- Self-monitoring Approach to Reading and Thinking (SMART)
- pre-reading question strips
- Question-Answer Relationships (QAR)
- Survey-Questions-Read-Recite-Review (SQ3R)
- reciprocal teaching and questioning
- Questioner-Answerer-Paraphraser-Connector (QAPX)
- Know-Want to know-How to find out-What I learned-Applied learnings-Next questions

**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:
"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."

**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:
"At the debate, I need to listen carefully to all the students so I can make the right choice on voting day."

# 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  2.1.2** | **Grade 5  Specific Outcome  2.1.2** |
| **Set a purpose and discuss anticipated meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding** | **Anticipate meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding** |

| **Learning Outcomes &** **Corresponding Illustrative Example(s)** | **Learning Outcomes &** **Corresponding Illustrative Example(s)** |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**2.1.2 c.** **Understands what is read, using texts with an appropriate complexity of content and sophistication of style**

\*recognizes when what is read makes sense or does not make sense

Suggested activities:
- conversations
- self monitoring approach to reading (SMART)
- think-alouds
- Think-Pair-Share (TPS)
- conferences
- learning logs
- dialogue journals
- cloze activities
- literature circles
- peer/teacher conferences
- paired/guided/shared/independent reading ...

May say:
"One of the characters is wrong to worry about the stranger that is coming towards them. Earlier in the book, the flag on the moon had a note on it that said that 'they came in peace for all mankind'; so that astronaut is coming in peace. They don't need to worry about him being mean."

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**2.1.2 c.** **Understands what is read, using texts with an appropriate complexity of content and sophistication of style**

\*recognizes when what is read makes sense or does not make sense

Suggested activities:
- conversations
- self monitoring approach to reading (SMART)
- think-alouds
- Think-Pair-Share (TPS)
- conferences
- learning logs
- dialogue journals
- cloze activities
- literature circles
- peer/teacher conferences
- paired/guided/shared/independent reading ...

May say:
"I used a chart to show how each character in the novel felt about what happened and how each acted."

"We followed the steps on the Internet site to build a pond."

**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)**

May say:
"In this section about natural resources, I thought the author meant that there were lots and we did not have to worry about running out. Now, I see that I didn't get what 'replenishable' meant. After my partner explained it, I reread our stuff and see that natural resources are limited."

Use Strategies and Cues

# Use Strategies and Cues
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## Comprehension Strategies

| | |
|---|---|
| **Grade 6  Specific Outcome  2.1.2** | **Grade 7  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** | **Select and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media)** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

| | |
|---|---|
| 2.1.2  c.  **Understands what is read, using texts with an appropriate complexity of content and sophistication of style** | 2.1.2  .   **Information is on previous page(s)** |

2.1.2  c.  **Understands what is read, using texts with an appropriate complexity of content and sophistication of style**

\*recognizes when what is read makes sense or does not make sense

Suggested activities:
- conversations
- self monitoring approach to reading (SMART)
- think-alouds
- Think-Pair-Share (TPS)
- conferences
- learning logs
- dialogue journals
- cloze activities
- literature circles
- peer/teacher conferences
- paired/guided/shared/independent reading ...

May say:
"During our group's reading conference, we talked about why the main character chose to act as he did. It doesn't tell exactly yet, so we have made a list of what we think along a continuum of events. We will check it as we read further and learn more about the character."

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)**

May say:
"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."

# 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.**

---

**Grade 4  Specific Outcome  2.1.2**

**Set a purpose and discuss anticipated meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding**

**Grade 5  Specific Outcome  2.1.2**

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

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**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 4 the student ...

By the end of Grade 5 the student ...

**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)**

May say:
"I didn't get the same feeling about the book as you did. I thought that the main character did not feel sorry for his actions, and would not have changed. But when I went back to check what I missed in the last part of the book I realized that I had skipped the whole part about apologizing. I really thought that he wasn't going to do it."

"When we talked with a partner about this, I saw that we didn't  have the same ideas; so I am beginning to understand it differently now."

**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 watch this movie to find three important ways that the Dene people of this area used birch bark."

"This book should tell me about the habitat of the squirrel monkey."

"Meghan says this book is really funny, so I think it will make me laugh."

**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:
" On the website I read that trains are a major means of transportation in Europe.
I need to find a website that tells me about Canada."

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## Comprehension Strategies

| Grade 6  Specific Outcome  2.1.2 | Grade 7  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 | Select and use appropriate comprehension strategies to construct, revise, and explain understanding of texts (oral, print, and other media) |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

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 think about the questions at the beginning of the chapter."

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.**

## 4  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)

## 5  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)

# Use Strategies and Cues
---
## Text Features

## 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)

# 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.**

---

| Grade 4  Specific Outcome  2.1.3 | Grade 5  Specific Outcome  2.1.3 |
|---|---|
| **Use textual cues to construct and confirm meaning in oral, print, and other media texts** | **Use textual cues to construct and confirm meaning in oral, print, and other media texts** |

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

By the end of Grade 4 the student ...

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

By the end of Grade 5 the student ...

2.1.3 a. **Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)**

*In grade four, narrative textual cues include:
- book covers, titles
- logical organization (sequential (beginning, middle, end), cause and effect relationships, problem-solution)
- sentence patterns
- paragraphs
- illustrations, photographs (in text, of author, of topic...)
- authors' profiles
- font, type size
- music/sounds
- volume
- colour
- movement
- opening shots to videos

Strategies may include:
- discussing, questioning, reading, reviewing, story mapping ...

Appropriate narrative texts in grade four:
- films/movies
- oral stories, songs, story books
- chapter books
- comic books
- junior novels
- folk tales, fairy tales
- narrative poems, tableaux
- comic strips or cartoon strips in the form of a narrative
- scripts and dramas (television programs, radio plays ...)
- slide shows (Powerpoint representations) ...

May say:
"The setting in the story was different from the setting they used in the movie. Because they kept changing place in the movie, I am not sure where I would say that it all happened."

2.1.3 a. **Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)**

*In grade five, narrative textual cues include:
- book covers,
- titles
- logical organization (sequential (beginning, middle, end), cause and effect relationships, problem-solution)
- sentence patterns
- paragraphs
- illustrations, photographs (in text, of author, of topic...)
- authors' profiles
- font, type size
- music/sounds
- volume
- colour
- movement
- opening shots to videos
- lighting (time, mood, feelings)

Strategies may include:
- discussing, questioning, reading, reviewing, story mapping ...

Appropriate narrative texts in grade five:
- films/movies
- oral stories, songs, story books
- chapter books, junior novels
- comic books
- folk tales, fairy tales
- narrative poems, tableaux
- comic strips or cartoon strips in the form of a narrative
- scripts and dramas (television programs, radio plays ...)
- slide shows (Powerpoint representations) ...

May say:
"If it hadn't started to rain, the characters would not have gotten into trouble. Hypothermia was a bigger problem than being lost I think."

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# Use Strategies and Cues

---

## Text Features

| Grade 6 Specific Outcome 2.1.3 | Grade 7 Specific Outcome 2.1.3 |
|---|---|

**Grade 6 Specific Outcome 2.1.3**

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

**Grade 7 Specific Outcome 2.1.3**

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

---

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

By the end of Grade 6 the student ...

**2.1.3 a. Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)**

*In grade six, narrative textual cues include:
- book covers, titles
- logical organization (sequential (beginning, middle, end), cause and effect relationships, problem-solution)
- sentence patterns, paragraphs
- illustrations, photographs (in text, of author, of topic...)
- authors' profiles
- font, type size
- music/sounds
- volume, colour
- movement
- opening shots to videos
- lighting (time, mood, feelings)
- composition

Strategies may include:
- discussing, questioning, reading, reviewing, story mapping ...

Appropriate narrative texts in grade six:
- films/movies
- oral stories, songs, story books
- chapter books, junior novels
- comic books
- folk tales, fairy tales
- narrative poems, tableaux
- comic strips or cartoon strips in the form of a narrative
- scripts and dramas (television programs, radio plays ...)
- slide shows (Powerpoint representations) ...

May say:
"The composition of our film needs editing because we did not consider how lighting could set the mood and the time of our story."

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

By the end of Grade 7 the student ...

**2.1.3 a. Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)**

*In grade seven, narrative textual cues include:
- book covers, titles
- logical organization (sequential (beginning, middle, end), cause and effect relationships, problem-solution)
- sentence patterns, paragraphs
- illustrations, photographs (in text, of author, of topic...)
- authors' profiles
- font, type size
- music/sounds, volume, colour, movement, opening shots to videos
- lighting (time, mood, feelings)
- composition
- theme
- perspectives

Appropriate narrative texts in grades 7, 8, 9 include:
- sculptures, dances, songs, tableaux
- comic strips or cartoon strips in the form of a narrative
- scripts and dramas (television programs, radio plays ...)
- slide shows (Powerpoint representations) ...

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

May say:
"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."

"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."

# 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.**

---

| | |
|---|---|
| **Grade 4 Specific Outcome 2.1.3** | **Grade 5 Specific Outcome 2.1.3** |
| **Use textual cues to construct and confirm meaning in oral, print, and other media texts** | **Use textual cues to construct and confirm meaning in oral, print, and other media texts** |

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

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

By the end of Grade 4 the student ...

By the end of Grade 5 the student ...

**2.1.3 b.** **Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)**

*In grade four, expository textual cues include:
- titles and chapter titles
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)
- photographs (in text, of author, of topic...)
- illustrations and corresponding captions
- key words and placement
- capitalization
- punctuation and pauses
- table of contents
- hot links
- headings and subheadings
- dictionary guide words
- paragraphs
- indices

Appropriate expository texts in addition to those listed in previous grades:
- book and movie reviews (games, character sketches, maps...)
- histories, autobiographies
- prologues
- news and weather reports
- letters (to an official or editor ...)
- speeches
- varied forms of data collections
- thesauri ...

Digital texts examples:
- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod casts,interactive sites/chats,bulletin boards, mailing lists...

May say:
"In the index we found lots of titles under the word 'erosion'. Are those subheadings?"

**2.1.3 b.** **Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)**

*In grade five, expository textual cues include:
- titles and chapter titles
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)
- photographs (in text, of author, of topic...)
- illustrations and corresponding captions
- key words and placement
- capitalization, punctuation and pauses,
- table of contents
- hot links
- headings and subheadings
- dictionary guide words
- paragraphs
- indices
- glossaries
- bullets

Appropriate expository texts in addition to those listed in previous grades:
- biographies
- study notes
- letters (of complaint or concern)
- book and movie reviews
- plot diagrams, author studies
- compare and contrast representations
- follow-up research projects
- documentaries ...

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

May say:
"Look how the information is placed: the big idea first and then underneath there are three bullets that show the parts of the report we have to research."

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# Use Strategies and Cues
---
## Text Features

| Grade 6  Specific Outcome  2.1.3 | Grade 7  Specific Outcome  2.1.3 |
|---|---|
| Use textual cues to construct and confirm meaning in oral, print, and other media texts | Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media) |

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

By the end of Grade 6 the student ...

2.1.3  b.  **Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)**

*In grade six, expository textual cues include:
- titles and chapter titles
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)
- photographs (in text, of author, of topic...)
- illustrations and corresponding captions
- key words and placement
- capitalization, punctuation and pauses
- table of contents
- hot links
- headings and subheadings
- dictionary guide words
- paragraphs
- indices
- glossaries
- bullets
- margin notes/side bars
- thumbnails
- menu bars

Appropriate expository texts in addition to those listed in previous grades:
- manuals
- essays
- letters (letter of application)
- book and movie reviews (critical responses, critiques ...)
- debates, minutes of a meeting ...

Digital texts examples:
- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod cast, bulletin boards...

May say:
"The side bar has a list of important definitions. I'm going to use those to study for this unit."

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

By the end of Grade 7 the student ...

2.1.3  b.  **Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)**

*In grade seven, expository textual cues include:
- titles and chapter titles
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive, persuasive)
- photographs (in text, of author, of topic...)
- illustrations and corresponding captions
- key words and placement
- capitalization, punctuation and pauses
- sentence patterns
- table of contents
- hot links
- headings and subheadings
- dictionary guide words
- paragraphs
- indices
- glossaries
- bullets
- margin notes/side bars
- thumbnails
- menu bars

Appropriate expository texts in grades 7, 8, 9 include:
- manuals, essays, debates
- letters (letter of application)
- book and movie reviews (critical responses, critiques ...)
- minutes of a meeting ...

Digital texts examples:
- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod cast, bulletin boards...

May say:
"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."

# 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  2.1.3** | **Grade 5  Specific Outcome  2.1.3** |
| **Use textual cues to construct and confirm meaning in oral, print, and other media texts** | **Use textual cues to construct and confirm meaning in oral, print, and other media texts** |

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

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

2.1.3  c.   **Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic texts (oral, print, and other media)**

*In grade four, poetic textual cues include patterns or frames that organize the writing:
- titles
- illustrations
- poems organized by words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses
- poems organized by frames/patterns: shape poems, list poems, acrostic poems, alphabet poems, formula poems
- font
- type size
- music/sounds
- volume
- colour
- movement
- key words and placement
- capitalization
- punctuation and pauses
- placement and size of words

Appropriate poetic texts in grade four:
- visual representations
- songs
- modelled patterns (list poems, comparison poems)
- concrete poems
- couplets
- raps
- readers' theatre
- diamantes
- spoonerisms
- riddles, jokes
- free verse
- limericks ...

May say:
"The formula I followed is the bio poem form. All of my nine lines describe a person, but some talk about how he looks and some about how he acts."

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

2.1.3  c.   **Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic texts (oral, print, and other media)**

*In grade five, poetic textual cues include patterns or frames that organize the writing:
- titles
- illustrations
- poems organized by words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses
- poems organized by frames/patterns: shape poems, list poems, acrostic poems, alphabet poems, formula poems
- font
- type size
- music/sounds
- volume
- colour
- movement
- key words and placement
- capitalization
- punctuation and pauses
- placement and size of words
- syllabication

Appropriate poetic texts in grade five:
- visual representations
- couplets
- raps, songs
- readers' theatre
- diamantes
- spoonerisms
- riddles, jokes, limericks
- free verse
- cinquains
- puns
- epitaphs ...

May say:
"It's hard writing a cinquain when we have to count the syllables. It is easier just to pick the words you like and not have to count the syllables."

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## Text Features

| Grade 6  Specific Outcome  2.1.3 | Grade 7  Specific Outcome  2.1.3 |
|---|---|
| **Use textual cues to construct and confirm meaning in oral, print, and other media texts** | **Use textual cues to construct and confirm meaning within and across texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**2.1.3 c.** Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic texts (oral, print, and other media)

\*In grade six, poetic textual cues include patterns or frames that organize the writing:
- titles
- illustrations
- poems organized by words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses
- font, type size
- music/sounds, volume
- colour
- movement
- key words and placement
- capitalization
- punctuation and pauses
- placement and size of words
- syllabication
- white space

Appropriate poetic texts in grade six:
- visual representations
- raps, songs
- readers' theatre
- diamantes
- spoonerisms, limericks
- free verse
- cinquains
- puns
- epitaphs ...
- lyrics
- ballads
- odes
- haiku ...

May say:
"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"

**2.1.3 c.** Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from poetic texts (oral, print, and other media)

\*In grade seven, poetic textual cues include patterns or frames that organize the writing:
- titles
- illustrations
- poems organized by words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses
- font, type size
- music/sounds, volume
- colour
- movement
- key words and placement
- capitalization
- punctuation and pauses
- placement and size of words
- syllabication
- white space
- cadence

Appropriate poetic texts in grades 7, 8, 9 include:
- visual representations
- songs, lyrics
- raps
- concrete poems
- readers' theatre
- free verse
- limericks, puns, spoonerisms
- cinquains
- haiku
- epitaphs
- ballads
- odes ...

May say,:
"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."

**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.**

## 4 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)

## 5 Specific Outcome 2.1.4

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

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*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)

# 6 Specific Outcome 2.1.4

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**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)

**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.**

| Grade 4 Specific Outcome 2.1.4 | Grade 5 Specific Outcome 2.1.4 |
|---|---|
| **Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** | **Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**2.1.4 a.  Reads for meaning; monitors, and self-corrects**

*using texts with an appropriate complexity of content and sophistication of style

Monitoring strategies may include:
- rejecting /adjusting predictions
- recognizing cause and effect relationships
- using knowledge of grammar, capitalization, and punctuation
- using word patterns (prefixes, suffixes)
- making and confirming, rejecting, or adjusting inferences
- explaining predictions
- retelling main ideas/concepts, narrative texts: plot, setting, characters, problem, goal, solution
- retelling main ideas/concepts, informational texts: topic, key idea, supporting ideas, details
- explaining conclusions
- explaining inferences
- sequencing
- reflecting ...

May say:
"That can't make sense; it has to be in the wrong order!"

See Comprehension Strategies (2.1.2)

**2.1.4 b.  Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)**

*Fluency includes:
- intonation
- pace, rate
- volume
- attending to punctuation
- attending to context ...

---

**2.1.4 a.  Reads for meaning; monitors, and self-corrects**

*using texts with an appropriate complexity of content and sophistication of style

Monitoring strategies may include:
- rejecting /adjusting predictions
- recognizing cause and effect relationships
- using knowledge of grammar, capitalization, and punctuation
- using word patterns (prefixes, suffixes)
- making and confirming, rejecting, or adjusting inferences
- explaining predictions
- retelling main ideas/concepts, narrative texts: plot, setting, characters, problem, goal, solution
- retelling main ideas/concepts, informational texts: topic, key idea, supporting ideas, details
- explaining conclusions
- explaining inferences
- sequencing
- reflecting
- highlighting key information
- making notes
- setting a purpose for listening/viewing/reading
- previewing and reviewing texts
- selecting appropriate parts of texts ...

May say:
"I thought they were talking about...when it said...but now I think..."

See Comprehension Strategies (2.1.2)

**2.1.4 b.  Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)**

*Fluency includes:
- intonation
- pace, rate
- volume
- attending to punctuation
- attending to context ...

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# Use Strategies and Cues
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## Cueing Systems

| Grade 6  Specific Outcome  2.1.4 | Grade 7  Specific Outcome  2.1.4 |
|---|---|
| **Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** | **Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

**By the end of Grade 6 the student ...**

**By the end of Grade 7 the student ...**

2.1.4 a.  **Reads for meaning; monitors, and self-corrects**

*using texts with an appropriate complexity of content and sophistication of style

Monitoring strategies may include:
- rejecting /adjusting predictions
- recognizing cause and effect relationships
- using knowledge of grammar, capitalization, and punctuation
- using word patterns (prefixes, suffixes)
- making and confirming, rejecting, or adjusting inferences
- explaining predictions
- retelling main ideas/concepts, narrative texts: plot, setting, characters, problem, goal, solution
- retelling main ideas/concepts, informational texts: topic, key idea, supporting ideas, details
- explaining conclusions
- explaining inferences
- sequencing
- reflecting
- outlining
- highlighting key information
- making notes
- setting a purpose for listening/viewing/reading
- previewing and reviewing texts
- selecting appropriate parts of texts
- summarizing
- skimming
- scanning
- paraphrasing
- tracking notes ...

May say:
"In this paragraph, the author is saying..."

"I think the poster talks about the dangers of second hand smoke."

See Comprehension Strategies (2.1.2)

2.1.4 a.  **Selects and uses a variety of strategies to construct and confirm meaning of both known and unfamiliar words**

*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.

*Meanings vary slightly from reader to reader. Conceptual meanings can vary from concrete to abstract.

Strategies may include:
- rejecting /adjusting predictions
- recognizing cause and effect relationships
- using knowledge of grammar, capitalization, and punctuation
- using word patterns (prefixes, suffixes)
- making and confirming, rejecting, or adjusting inferences
- explaining predictions
- retelling main ideas/concepts, narrative texts: plot, setting, characters, problem, goal, solution
- retelling main ideas/concepts, informational texts: topic, key idea, supporting ideas, details
- explaining conclusions
- explaining inferences
- sequencing
- reflecting
- outlining
- highlighting key information
- making notes
- setting a purpose for listening/viewing/reading
- previewing and reviewing texts
- selecting appropriate parts of texts
- summarizing
- skimming
- scanning
- paraphrasing
- tracking notes ...

# 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.**

| Grade 4 Specific Outcome 2.1.4 | Grade 5 Specific Outcome 2.1.4 |
|---|---|
| **Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** | **Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**2.1.4 c.** **Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context**

*using texts with an appropriate complexity of content and sophistication of style

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

May say,:
"This has the same 'tion' at the end so I think it says 'assimilation'."

"I thought 'ough' was 'uff' but maybe this is 'oh' and this says 'thoroughfare' not 'theruffare'."

**2.1.4 d.** **Selects and uses a variety of strategies to construct and confirm meaning of both known and unfamiliar words**

*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.

*Meanings vary slightly from reader to reader. Conceptual meanings can vary from concrete to abstract.

May say:
"This a funny joke because I thought it was talking about a pear you eat, but it was about a pair, like two of the same."

---

**2.1.4 c.** **Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context**

*using texts with an appropriate complexity of content and sophistication of style

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

May say:
"This whole section is about the Voyageurs... These words in italics are probably in French, so the pronunciation will be different."

"What does overdrive mean? Is it that you drive over something?"

"If you add un- to a word, it usually makes it negative, like in unable; it means not being able to do something."

**2.1.4 d.** **Selects and uses a variety of strategies to construct and confirm meaning of both known and unfamiliar words**

*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.

*Meanings vary slightly from reader to reader. Conceptual meanings can vary from concrete to abstract.

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# Use Strategies and Cues
---
## Cueing Systems

| Grade 6 Specific Outcome 2.1.4 | Grade 7 Specific Outcome 2.1.4 |
|---|---|
| **Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** | **Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**2.1.4 b. Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)**

*Fluency includes:
- intonation
- pace, rate
- volume
- attending to punctuation
- attending to context ...

**2.1.4 c. Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context**

*using texts with an appropriate complexity of content and sophistication of style

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

**2.1.4 d. Selects and uses a variety of strategies to construct and confirm meaning of both known and unfamiliar words**

*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.

*Meanings vary slightly from reader to reader.
Conceptual meanings can vary from concrete to abstract.

**2.1.4 b. Identifies and describes text structures, punctuation, and word order used in 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.

# 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.**

---

| Grade 4 Specific Outcome 2.1.4 | Grade 5 Specific Outcome 2.1.4 |
|---|---|
| **Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** | **Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** |

---

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

2.1.4 e. **Identifies and describes text structures, punctuation, and word order used in 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

*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.

*Attending to punctuation when reading aloud affects fluency, in particular expression and phrasing.

2.1.4 e. **Identifies and describes text structures, punctuation, and word order used in 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.

*Attending to punctuation when reading aloud affects fluency, in particular expression and phrasing.

# Use Strategies and Cues
---

## Cueing Systems

| | |
|---|---|
| **Grade 6  Specific Outcome  2.1.4** | **Grade 7  Specific Outcome  2.1.4** |
| **Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** | **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 6 the student ...**

2.1.4  e.  **Identifies and describes text structures, punctuation, and word order used in 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.

*Attending to punctuation when reading aloud affects fluency, in particular expression and phrasing.

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

**By the end of Grade 7 the student ...**

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)**

*using texts with an appropriate complexity of content and sophistication of style

*Pragmatic: understanding that language fits a purpose and an audience, so varies according to social and cultural uses.

*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.

Conversation topics in literature circles may include:
- students' background and prior knowledge/experience
- author's/creator's intent
- characters' feelings
- how a quotation/selection might be read/interpreted
- author's/creator's message
- multiple intended meanings or interpretations
- author's/creator's point of view
- ambiguity of text (conflicting messages) ...

See:
Experience Various Texts (2.2.1)
Respond to Various Texts (2.2.2)
Forms and Genres (2.3.1)
Elements of Texts (2.3.2)
Word Choice and Artistry of Texts (2.3.3)
Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)
Create Original Texts (4.1.3)
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.**

| | |
|---|---|
| **Grade 4 Specific Outcome 2.1.4**<br><br>**Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** | **Grade 5 Specific Outcome 2.1.4**<br><br>**Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** |

| | |
|---|---|
| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |

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

2.1.4 f. **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)**

*using texts with an appropriate complexity of content and sophistication of style

*Pragmatic: understanding that language fits a purpose and an audience, so varies according to social and cultural uses.

*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.

Conversation topics in literature circles may include:
- students' background and prior knowledge/experience
- author's/creator's intent, message and point of view
- characters' feelings
- how a quotation/selection might be read/interpreted
- multiple intended meanings or interpretations...

May say:
"Our cake flopped because the instructions were in a paragraph instead of a list and they were harder to follow."

"If this author wanted to get his point across about smoking, maybe he should have made a poster instead of writing that long, complicated report."

See:
Experience Various Texts (2.2.1)
Respond to Various Texts (2.2.2)
Forms and Genres (2.3.1) Elements of Texts (2.3.2)
Word Choice and Artistry of Texts (2.3.3)
Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)
Create Original Texts (4.1.3)

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

2.1.4 f. **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)**

*using texts with an appropriate complexity of content and sophistication of style

*Pragmatic: understanding that language fits a purpose and an audience, so varies according to social and cultural uses.

*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.

Conversation topics in literature circles may include:
- students' background and prior knowledge/experience
- author's/creator's intent, message and point of view
- characters' feelings
- how a quotation/selection might be read/interpreted
- multiple intended meanings or interpretations...

May say:
"Our group thinks that in this letter to the editor, the author thinks that the City/Town Council is not being fair to people who cannot afford their own housing."

See:
Experience Various Texts (2.2.1)
Respond to Various Texts (2.2.2)
Forms and Genres (2.3.1)
Elements of Texts (2.3.2)
Word Choice and Artistry of Texts (2.3.3)
Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)
Create Original Texts (4.1.3)
Enhance Artistry (4.2.4)

Northwest Territories Education, Culture and Employment

## Cueing Systems

| Grade 6 Specific Outcome 2.1.4 | Grade 7 Specific Outcome 2.1.4 |
|---|---|
| **Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts** | **Explain how vocabulary, language structure, and context help readers construct meaning of oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**2.1.4 f.** **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)**

*using texts with an appropriate complexity of content and sophistication of style

*Pragmatic: understanding that language fits a purpose and an audience, so varies according to social and cultural uses.

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Conversation topics in literature circles may include:
- students' background and prior knowledge/experience
- author's/creator's intent, message and point of view
- characters' feelings
- how a quotation/selection might be read/interpreted
- multiple intended meanings or interpretations...

May say:
"Maybe the author wrote it that way so that we wouldn't know his exact opinion. We can take it either way."

"I'm really confused with this essay. Sometimes I think the author is saying.....and sometimes it sounds like the opposite."

See:
Experience Various Texts (2.2.1)
Respond to Various Texts (2.2.2)
Forms and Genres (2.3.1) Elements of Texts (2.3.2)
Word Choice and Artistry of Texts (2.3.3)
Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)
Create Original Texts (4.1.3)

**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.**

## 4  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)

## 5  Specific Outcome  2.2.1

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

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*Reading process stages include:
- pre-reading, reading, responding, exploring, & applying.

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*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)

# 6 Specific Outcome 2.2.1

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

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*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)

# 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.**

| Grade 4  Specific Outcome  2.2.1 | Grade 5  Specific Outcome  2.2.1 |
|---|---|
| **Explore a variety of oral, print, and other media texts** | **Explore a variety of oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**2.2.1 a.  Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures**

Examples may include:
- Elders' stories
- guests' stories
- familiar and unfamiliar stories
- audio and video representations ...

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

**2.2.1 b.  Sets a purpose for reading**

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 ...

**2.2.1 a.  Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures**

Examples may include:
- Elders' stories
- guests' stories
- familiar and unfamiliar stories
- audio and video representations ...

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

**2.2.1 b.  Sets a purpose for reading**

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 ...

Northwest Territories Education, Culture and Employment

# Respond to Texts
---
## Experience Various Texts

| **Grade 6  Specific Outcome  2.2.1** | **Grade 7  Specific Outcome  2.2.1** |
|---|---|

**Grade 6  Specific Outcome  2.2.1**

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

**Grade 7  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 6 the student ...

2.2.1  a.  **Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures**

Examples may include:
- Elders' stories
- guests' stories
- familiar and unfamiliar stories
- audio and video representations ...

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

2.2.1  b.  **Sets a purpose for reading**

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 ...

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

By the end of Grade 7 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 ...

Suggested activities:
- 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.**

---

| | |
|---|---|
| **Grade 4  Specific Outcome  2.2.1** | **Grade 5  Specific Outcome  2.2.1** |
| **Explore a variety of oral, print, and other media texts** | **Explore a variety of oral, print, and other media texts** |

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

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

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

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

**2.2.1  c.  Explores a variety of narrative texts (oral, print, and other media)**

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

**\*Required** narrative texts to **explore** in grade four:
- sequenced pictures, illustrations and/or videos
- oral stories (audio representations)
- story books (high proportion of text and increasingly sophisticated themes)
- improvisations and dramatizations, plays(scripts)
- traditional tales ( fairy tales, fables, legends, tall tales, folk tales, myths)
- graphic novels
- novellettes/novellae: often in a series, chapters are short (5-10 pages) with an increasing amount of text on each page, with few or no illustrations, featuring action but less dialogue and increasing description, often written in the first person; each chapter usually presents and solves a problem; range 80-120 pages
- narratives where the main and minor characters are: predictable (inferences can be made about characters' actions and feelings), concrete, close to learner's experiences, and often stereotypical ("good" or "bad")
- narratives where setting (time and place) is: obvious and singular (in novellettes two settings are possible)
- 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
- narratives where ideas, content, vocabulary, and theme are grade appropriate

Appropriate narrative texts in grade four include:
- dances, songs, sculptures, folk tales
- comic or cartoon strips in the form of a narrative ...
- scripts or dramas (television programs, radio plays ...)
- slide shows (Powerpoint representations) ...

**2.2.1  c.  Explores a variety of narrative texts (oral, print, and other media)**

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

**\*Required** narrative texts to **explore** in grade five:
- story books (high proportion of text and increasingly sophisticated themes)
- plays (scripts)
- traditional tales ( fairy tales, fables, legends, tall tales, folk tales, myths)
- graphic novels
- novels: chapters are relatively short (10 pages), with few or no illustrations, featuring action but less dialogue and increasing description, varied sentence lengths, often written in the first person; each chapter usually presents and solves a problem; range 100-150 pages
- 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"), main character is clearly identifiable, relationships between characters are increasingly more important
- narratives where setting (time and place) is: obvious and singular (in novels two or more settings are possible), some foreshadowing or flashbacks
- 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
- narratives where ideas, content, vocabulary, and theme are grade appropriate

Appropriate narrative texts in grade five include:
- dances, songs, sculptures, folk tales
- comic or cartoon strips in the form of a narrative ...
- scripts or dramas (television programs, radio plays ...)
- slide shows (Powerpoint representations) ...

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Northwest Territories Education, Culture and Employment

# Respond to Texts
---
## Experience Various Texts

| | |
|---|---|
| **Grade 6  Specific Outcome  2.2.1**<br><br>Explore a variety of oral, print, and other media texts | **Grade 7  Specific Outcome  2.2.1**<br><br>Explore a variety of oral, print, and other media texts |

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

**By the end of Grade 6 the student ...**

2.2.1  c.  **Explores a variety of narrative texts (oral, print, and other media)**

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

*<u>Required</u> narrative texts to <u>explore</u> in grade six:
- story books (high proportion of text and increasingly sophisticated themes)
- plays (scripts)
- traditional tales, such as fairy tales, fables, legends, tall tales, folk tales, myths
- short stories
- 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
- 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
- narratives where setting (time and place) is: obvious and singular (in novels two or more settings are possible), some foreshadowing or flashbacks
- 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
- narratives where ideas, content, vocabulary, and theme are grade appropriate

Appropriate narrative texts in grade six include:
- dances, songs, sculptures, folk tales
- comic or cartoon strip, scripts or dramas (television programs, radio plays ...),  slide shows ...

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

**By the end of Grade 7 the student ...**

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

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

*<u>Required</u> texts to <u>explore</u> in grade seven:
- novels (longer chapters with few illustrations, featuring action, dialogue, considerable description, varied sentence length, challenging vocabulary)
- narratives
- fantasy
- editorials
- reviews
- interviews
- ballads
- lyrics
- essays

Appropriate <u>narrative</u> 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 <u>expository</u> 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 <u>poetic</u> texts in grades 7, 8, 9 include:
- visual representations, songs, raps, lyrics, spoonerisms, puns, free verse, epitaphs, ballads, odes ...

<u>Digital expository</u> text examples:
- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod casts...

# 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.**

| Grade 4 Specific Outcome 2.2.1 | Grade 5 Specific Outcome 2.2.1 |
|---|---|
| **Explore a variety of oral, print, and other media texts** | **Explore a variety of oral, print, and other media texts** |

## Learning Outcomes & Corresponding Illustrative Example(s)

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

2.2.1 d. **Explores a variety of expository texts (oral, print, and other media)**

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

**\*Required** expository texts to **explore** in grade four:
- book reviews(games, character sketches, maps, movies …)
- observations
- histories
- prologues
- news and weather reports
- letters (to officials or editors)
- autobiographies
- speeches
- varied forms of data collections
- thesauri
- brochures, pamphlets
- newspapers
- science experiments
- book jackets
- DVD covers
- magazines
- brochures
- newsletters
- surveys
- board games
- agendas, itineraries, schedules
- trivia

Appropriate expository texts in addition to those listed in previous grades:
- observations, histories, prologues, news and weather reports, letters (to an official or editor ...), autobiographies, speeches, varied forms of data collections, thesauri ...

Digital texts examples:
- websites, wikis, blogs, Twitter, interactive sites/chats, audio and video downloads, digitized texts, slide shows, pod casts ...

## Learning Outcomes & Corresponding Illustrative Example(s)

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

2.2.1 d. **Explores a variety of expository texts (oral, print, and other media)**

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

**\*Required** expository texts to **explore** in grade five:
- biographies
- study notes
- documentaries
- text books
- instructions
- book reviews (games, character sketches, maps …)
- observations
- histories
- prologues
- news and weather reports
- letters (to officials or editors)
- autobiographies
- speeches
- varied forms of data collections
- thesauri
- brochures
- newspapers
- pamphlets
- science experiments

Appropriate expository texts in addition to those listed in previous grades:
- biographies
- study notes,
- travelogues
- letters (of complaint or concern)
- book and movie reviews,
- plot diagrams
- author studies
- compare and contrast representations
- follow-up research projects
- documentaries ...

See:
Connect Self, Texts, and Culture (2.2.3)

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## Experience Various Texts

| Grade 6  Specific Outcome  2.2.1 | Grade 7  Specific Outcome  2.2.1 |
|---|---|
| **Explore a variety of oral, print, and other media texts** | **Explore a variety of oral, print, and other media texts** |

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

**By the end of Grade 6 the student ...**

2.2.1 d.  **Explores a variety of expository texts (oral, print, and other media)**

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

\***Required** expository texts to **explore** in grade six:
- manuals
- book and movie reviews
- task cards and instructions
- biographies
- study notes
- documentaries
- text books
- instructions
- book reviews (games, character sketches, maps …)
- observations
- histories
- prologues
- news and weather reports
- letters (to officials or editors)
- autobiographies
- speeches
- varied forms of data collections
- thesauri
- brochures
- newspapers
- pamphlets
- science experiments

Appropriate expository texts in addition to those listed in previous grades:
- manuals
- essays
- letters (letter of application)
- book and movie reviews (critical responses, critiques ...)
- debates
- minutes of a meeting ...

See:
Connect Self, Texts, and Culture (2.2.3)

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

**By the end of Grade 7 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  2.2.1**<br><br>**Explore a variety of oral, print, and other media texts** | **Grade 5  Specific Outcome  2.2.1**<br><br>**Explore a variety of oral, print, and other media texts** |

| | |
|---|---|
| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |

| | |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

| | |
|---|---|
| 2.2.1  e.  **Explores a variety of poetic texts (oral, print, and other media)**<br><br>***For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).**<br><br>***Required** poetic texts to **explore** in grade four are poems with:<br>- some repetition (refrain, lines, phrases)<br>- strong rhythm<br>- description (grade appropriate vocabulary and qualifiers)<br>- some figurative language (alliteration, simile and/or comparison, personification ...)<br>- free verse<br><br>Appropriate poetic texts in grade four include:<br>- pictures<br>- visual representations<br>- songs<br>- modelled patterns (list poems, alphabet poems, acrostic poems, comparison poems)<br>- concrete poems<br>- couplets<br>- raps<br>- readers' theatre<br>- diamantes<br>- spoonerisms<br>- riddles<br>- jokes<br>- free verse<br>- limericks ...<br><br>See:<br>Connect Self, Texts, and Culture (2.2.3)<br>Appreciate Diversity (5.2.2) | 2.2.1  e.  **Explores a variety of poetic texts (oral, print, and other media)**<br><br>***For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).**<br><br>***Required** poetic texts to **explore** in grade five are poems with:<br>- some repetition (refrain, lines, phrases)<br>- strong rhythm<br>- description (grade appropriate vocabulary and qualifiers)<br>- some figurative language (alliteration, simile and/or comparison, personification, metaphor ...)<br>- free verse<br><br>Appropriate poetic texts in grade five include:<br>- pictures<br>- visual representations<br>- songs<br>- concrete poems<br>- couplets<br>- raps<br>- readers' theatre<br>- diamantes<br>- spoonerisms<br>- riddles<br>- jokes<br>- free verse<br>- limericks<br>- cinquains<br>- puns<br>- epitaphs ...<br><br>See:<br>Connect Self, Texts, and Culture (2.2.3)<br>Appreciate Diversity (5.2.2) |

Northwest Territories Education, Culture and Employment

## Experience Various Texts

| | |
|---|---|
| **Grade 6  Specific Outcome  2.2.1** | **Grade 7  Specific Outcome  2.2.1** |
| **Explore a variety of oral, print, and other media texts** | **Explore a variety of oral, print, and other media texts** |

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

| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |
|---|---|

2.2.1 e.  **Explores a variety of poetic texts (oral, print, and other media)**

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

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

\***Required** poetic texts to **explore** in grade six are poems with:
- some repetition (refrain, lines, phrases)
- strong rhythm
- description (grade appropriate vocabulary and qualifiers)
- some figurative language (alliteration, simile and/or comparison, personification, metaphor, hyperbole/exaggeration: overstatement and understatement ...)
- free verse

Appropriate poetic texts in grade six include:
- visual representations
- songs
- concrete poems
- raps
- readers' theatre
- diamantes
- spoonerisms
- free verse
- limericks
- cinquains
- puns
- epitaphs
- lyrics
- ballads
- odes
- haiku ...

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.**

## 4 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)

## 5 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:
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**General Example(s)**
Responses are made through a variety of activities:
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- 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)

## 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)

**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.**

---

**Grade 4  Specific Outcome  2.2.2**

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

**Grade 5  Specific Outcome  2.2.2**

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

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**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

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

2.2.2 a.  **Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning**

*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: "We recorded what people said to us during our survey. Then we can look at all of our data later."

Comprehension may say: "I'm not sure if I agree with what he said because..."

Application may say: "We wrote a letter to the Editor of News North. We wanted to respond to..."

Analysis may say: "Our experiment results are so confusing. Some show that... Others show... They seem to contradict. So maybe that means..."

Synthesis may say: "Now that we know what went wrong with our boat models we need to plan and build a model that uses all of the things we learned to make the best boat."

Evaluation may say: "We think your survey questions were OK, but could have been better if you had tested the survey before you went to all the houses."

See:
Comprehension Strategies (2.1.2)
Connect Self, Texts, and Culture (2.2.3)
Elements of Texts (2.3.2)

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

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

2.2.2 a.  **Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning**

*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: "In the debate, the group defending smoking said..."

Comprehension may say: "Does that mean...?"   "If the data says...then..."   "What about...?" "I am not sure I understand this part..."

Application may say: "Our illustration shows..."     "We put...on our poster to represent..."  "We created a dance to retell..."

Analysis may say: "When we go over our survey data, we see that the people in our community are wanting more government services."

Synthesis may say: "When we go over our survey data, we see that the people in our community are wanting more government services. Our survey didn't ask what kind of government services they feel are needed. We need to go back and ask what is needed."

Evaluation may say: "In the debate, the group defending smoking said... Based on that defense I don't think I could vote for a smoking ban."

See:
Comprehension Strategies (2.1.2)

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Northwest Territories Education, Culture and Employment

## Respond to Various Texts

| Grade 6  Specific Outcome  2.2.2 | Grade 7  Specific Outcome  2.2.2 |
|---|---|
| **Respond to oral, print, and other media texts creatively and critically** | **Respond to oral, print, and other media texts creatively and critically** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

**2.2.2 a.** **Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning**

*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: "This whole Powerpoint presentation was about..."   "We made a game to help us to remember the facts about Canada."

Comprehension 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."

Application may say: "To solve this problem, we have to use the same formula we used to calculate the answer in the problem about area."

Analysis may say: "When the presenter said...that was proof that..."   "The presenter's comment about...proves my argument that..."

Synthesis 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."

Evaluation 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."

---

**2.2.2 a.** **Discusses 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: "Circumpolar countries are those that are north of 60 degrees North."

Comprehension may say: "Based on this, there have been several migrations of people throughout the circumpolar world."

Application 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."

Analysis may say: "Changes in health care delivery helped to increase life expectancy across the circumpolar world."

Synthesis 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."

Evaluation 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."

# 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.

---

| Grade 4  Specific Outcome  2.2.2 | Grade 5  Specific Outcome  2.2.2 |
|---|---|
| Respond to oral, print, and other media texts creatively and critically | Respond to oral, print, and other media texts creatively and critically |

---

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
| 2.2.2 . Information is on previous page(s) | 2.2.2 . Information is on previous page(s) |

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## Respond to Various Texts

| | |
|---|---|
| **Grade 6  Specific Outcome  2.2.2** | **Grade 7  Specific Outcome  2.2.2** |
| **Respond to oral, print, and other media texts creatively and critically** | **Respond to oral, print, and other media texts creatively and critically** |

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

**By the end of Grade 6 the student ...**

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

**By the end of Grade 7 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.**

## 4  Specific Outcome  2.2.3

**Describe how groups are portrayed in texts (oral, print, and other media) from other communities**

*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)

## 5  Specific Outcome  2.2.3

**Develop personal perspective of cultural representations in texts (oral, print, and other media)**

*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)

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# 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)

# 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.**

| | |
|---|---|
| **Grade 4 Specific Outcome 2.2.3** | **Grade 5 Specific Outcome 2.2.3** |
| **Describe how groups are portrayed in texts (oral, print, and other media) from other communities** | **Develop personal perspective of cultural representations in texts (oral, print, and other media)** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**2.2.3 a. Talks about how groups of people are portrayed in 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:
"My book says that Franklin and his men died because they had a hard time accepting different ways of doing things. What does that mean?"

**2.2.3 a. Describes how groups of people are portrayed in 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:
"When we look at how girls are treated different from boys we can see it in our own families by looking at the chores and responsibilities. In the play the girls take on the boys' jobs because..."

Northwest Territories Education, Culture and Employment

# Respond to Texts
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## Connect Self, Texts, and Culture

| **Grade 6  Specific Outcome  2.2.3** | **Grade 7  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** | **Identify ideas, points of view, and bias in texts** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**2.2.3 a.  Describes how groups of people are portrayed in 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:
"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."

**2.2.3 b.  Identifies bias and stereotype in texts (oral, print, and other media) and real life**

*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.

May say:
"Sign of the Beaver is an example of how people who don't know anything about aboriginal people think they can write about them."

**2.2.3 a.  Compares how groups of people are portrayed in 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:
"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."

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

May say:
"This editorial talks about teenagers like we're all juvenile delinquents. We aren't all like that."

"Why do adults think that just because we wear different clothes we're all bad?"

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

May say:
"I think the way fat people are described in the documentary Supersize Me is really mean and disrespectful."

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

May say,:
"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."

# 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.**

| Grade 4 Specific Outcome 2.2.3 | Grade 5 Specific Outcome 2.2.3 |
|---|---|
| **Describe how groups are portrayed in texts (oral, print, and other media) from other communities** | **Develop personal perspective of cultural representations in texts (oral, print, and other media)** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**2.2.3 b.** **Begins to compare and contrast self/own culture, to various characters, communities and/or cultures portrayed in texts (oral, print, and other media)**

**"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.**

\*connecting self to text, to world

\*Information is embedded in narrative, expository, and poetic texts.

May say:
"My Mom tells stories to teach me; they are just like the fables in this book."

"That video about Coppermine/Kugluktuk talked about the TB epidemic that infected so many people of the North. My grandparents talk about when those who were sick were taken away and never came back. They say that it made everyone afraid of the 'south' because people never came back. I think I would feel the same way because I have never gone to the hospital but I am scared to go there because you have to be very sick before you go."

"It is so interesting that the Metis, the Newfoundlanders, the French Canadians, and the people of the Beaufort Delta all jig and play the fiddle. Do all cultures have music and dance or games for relaxation and celebration?"

See Experience Various Texts (2.2.1)

**2.2.3 b.** **Compares and contrasts self/own culture to various characters, communities and/or cultures portrayed in texts (oral, print, and other media)**

\*connecting self to text, to world

\*Information is embedded in narrative, expository, and poetic texts.

May say:
"This story has a raven in it. He is usually a trickster; so he will probably be doing something tricky. Is there an animal connected to every culture? What is the animal connected to mine? What does the raven really mean or stand for?"

"On the CD, we read that stores or trading posts, churches, schools, and even communities were set up all over our Territory when newcomers came to the North. Sometimes I think that the people were scared of all the changes and the newcomers. It is just like we are scared of new teachers or nurses or doctors before we get to know them."

"On the CD, we saw that the hunters and trappers had to have strong bodies, but also strong minds. In the book, Yuit, the grandfather is very wise, so his body is getting older but his mind is still very strong. I think that to live that kind of life they had to be like that to survive. Sometimes I see that on the TV show Survivor; other times you see the players fall apart!"

"It seems that both the cultures look at survival. In one story..."

See Experience Various Texts (2.2.1)

Northwest Territories Education, Culture and Employment

# Respond to Texts
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## Connect Self, Texts, and Culture

**Grade 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**

**Grade 7  Specific Outcome  2.2.3**

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

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

By the end of Grade 6 the student ...

2.2.3  c.  **Begins to interpret the portrayals of the various characters, communities and/or cultures in texts (oral, print, and other media)**

**"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.**

*connecting self to text, to world

*Information is embedded in narrative, expository, and poetic texts.

May say:
"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."

See Experience Various Texts (2.2.1)

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

By the end of Grade 7 the student ...

2.2.3  e.  **Identifies 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:
"Look at all the different Cinderella stories we've collected - from Japan and from Germany, and a lot of aboriginal legends too!"

# 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.**

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| | |
|---|---|
| **Grade 4  Specific Outcome  2.2.3**<br><br>Describe how groups are portrayed in texts (oral, print, and other media) from other communities | **Grade 5  Specific Outcome  2.2.3**<br><br>Develop personal perspective of cultural representations in texts (oral, print, and other media) |

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| Learning Outcomes &<br>Corresponding Illustrative Example(s) | Learning Outcomes &<br>Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**2.2.3 c.  Begins to reflect upon personal perspective of cultural representations in oral, print and other media texts**

**"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.**

*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:
"In my culture, we play a lot of games. I think that they are used for two things: for fun and celebration, and then for deciding upon leaders by having people compete."

**2.2.3 c.  Reflects upon personal perspective of cultural representations**

*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 wrote this diary from Franklin's perspective. In it I try to show how his being from a city and from a southern climate did not help him to make good decisions for his men."

**2.2.3 d.  Begins to identify bias and stereotype in texts (oral, print, and other media), and real life**

**"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.**

*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.

May say:
"Why can't we go to the high school dances too? That's discrimination because they say we're too young."

"Look at the way the aboriginal people are described in this novel."

Northwest Territories Education, Culture and Employment

# Connect Self, Texts, and Culture

| Grade 6 Specific Outcome 2.2.3 | Grade 7 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** | **Identify ideas, points of view, and bias in texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**2.2.3 d.** **Begins to explore how personal understandings of cultures and communities are influenced through texts (oral, print, and other media)**

**"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.**

*connecting self to text, to world

May say:
"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."

"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."

**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.

| Grade 4 Specific Outcome 2.2.3 | Grade 5 Specific Outcome 2.2.3 |
|---|---|
| Describe how groups are portrayed in texts (oral, print, and other media) from other communities | Develop personal perspective of cultural representations in texts (oral, print, and other media) |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
| 2.2.3 . Information is on previous page(s) | 2.2.3 . Information is on previous page(s) |

Northwest Territories Education, Culture and Employment

# Connect Self, Texts, and Culture

| **Grade 6 Specific Outcome 2.2.3** | **Grade 7 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** | **Identify ideas, points of view, and bias in texts** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

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**

**"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.**

Themes might include:
- love
- hate
- envy
- survival
- strength
- courage
- loyalty
- pride
- greed
- ambition ...

May say:
"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."

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.**

## 4  Specific Outcome  2.3.1

**Talk about the purposes of the text genres and their corresponding forms (in oral, print, and other media texts)**

*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)

## 5  Specific Outcome  2.3.1

**Talk about the relationship between genre/form 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)

# Understand Forms and Techniques

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## Forms and Genres

### 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)

**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.**

| Grade 4 Specific Outcome 2.3.1 | Grade 5 Specific Outcome 2.3.1 |
|---|---|
| Talk about the purposes of the text genres and their corresponding forms (in oral, print, and other media texts) | Talk about the relationship between genre/form and audience/purpose in texts (oral, print, and other media) |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**2.3.1 a.** Talks about the differences among the genres of oral, print, and other media texts: narrative, expository, and poetic

May say:
"We heard a song today. I thought we said a song is a poem, but that song really is a story and a story is a narrative. I am confused."

**2.3.1 b.** Sorts forms according to genres of oral, print, and other media texts (narrative, expository, and poetic) and their purposes

May say:
"We added the limericks we read today to the wall genre charts. We decided to put it on the 'poetic' list."

**2.3.1 c.** Talks about literature in reference to sub-genres of oral, print, and other media texts

*Sub-genres include:
- adventure
- autobiography
- biography
- contemporary
- traditional
- epic
- fantasy
- historical
- historical-fiction
- mystery
- realistic
- romance
- science-fiction ...

May say:
"Why are we all reading mysteries? I like science-fiction because I am interested in the space stuff. Do you know of any mysteries that are science-fiction too?"

**2.3.1 d.** Identifies the audience in a variety of forms and genres of oral, print, and other media texts

**2.3.1 a.** Talks about the relationship between genre/form and audience/purpose in oral, print, and other media texts

*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones.

May say:
"On the weather network site, the information about our long range temperatures is confusing. It looks like we can access the temps from any day in the past, but when you type in search and a date, you only get today's temperature. This could be made clear with a graph, just like we made in our math journals. That kind of expository writing is easy to understand even for people like us who are just beginning to research."

**2.3.1 b.** Discusses literature in reference to sub-genres of oral, print, and other media texts

*Sub-genres include:
- adventure
- autobiography
- biography
- contemporary
- traditional
- epic
- fantasy
- historical
- historical-fiction
- mystery
- realistic
- romance
- science-fiction ...

May say:
"In our literature circle, we all want to read an autobiography about the war. We liked the story of Anne Frank that we read as a class and are interested in that kind of story."

Northwest Territories Education, Culture and Employment

## Forms and Genres

| | |
|---|---|
| **Grade 6  Specific Outcome  2.3.1** | **Grade 7  Specific Outcome  2.3.1** |
| **Discuss the strengths and limits of various forms and genres of texts (oral, print, and other media)** | **Describe attributes of genres and/or forms of texts (oral, print, and other media)** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

**Grade 6:**

2.3.1 a.  **Talks about the relationship between genre/form and audience/purpose in oral, print, and other media texts**

*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones.

May say:
"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?"

See Elements of Texts  (2.3.2)

2.3.1 b.  **Discusses the strengths and limits of various forms and genres of oral, print, and other media te**

May say:
"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."

"There is a difference between news clips and news articles because some people don't want too much information."

"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."

**Grade 7:**

2.3.1 a.  **Identifies characteristics of a variety of forms and genres of texts (oral, print, and other media)**

*Forms and genres may include:
- fiction (adventure, fantasy, biography, science fiction, historical fiction ...)
- poetry (free verse, rap, lyrics, ballads ...)
- expository (narrative non-fiction, text and resource books, reports, functional writing: instructions, social networking sites, letters ...)

May say:
"I like the way rap always has a strong beat and regular rhyme; free verse is harder for me to follow."

"Graphic novels have lots of the story in the pictures. That's why they're more fun to read."

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

May say:
"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."

**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.

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| Grade 4 Specific Outcome 2.3.1 | Grade 5 Specific Outcome 2.3.1 |
|---|---|
| Talk about the purposes of the text genres and their corresponding forms (in oral, print, and other media texts) | Talk about the relationship between genre/form and audience/purpose in texts (oral, print, and other media) |

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| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**2.3.1 e.** Identifies the same information and ideas in a variety of forms and genres of oral, print, and other media texts

May say:
"Both of these stories are examples of what happened during the Second World War to the Jewish people."

**2.3.1 c.** Begins to discuss the strengths and limits of various forms and genres of oral, print, and other media texts

**"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.

May say:
"A play is hard to read because it is supposed to be watched. It is the same as trying to watch a radio show. It seems like something is missing until you close your eyes and just listen."

"Business letters have to be different than personal ones because you have to get right to the point to ask something or to complain about something. The person you are writing to does not usually know you so he does not need to know what you did last weekend."

Northwest Territories Education, Culture and Employment

## Forms and Genres

**Grade 6  Specific Outcome  2.3.1**

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

**Grade 7  Specific Outcome  2.3.1**

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

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

By the end of Grade 6 the student ...

2.3.1 c.  **Discusses literature in reference to sub-genres of oral, print, and other media texts**

*Sub-genres include:
- adventure
- autobiography, biography
- contemporary
- traditional
- epic, fantasy
- historical, historical-fiction
- mystery
- realistic
- romance
- science-fiction ...

May say:
"All the Harry Potter books are fantasies. There is no way that they could be real."

"I want to read books with lots of action because that keeps me interested. I'm looking for a good adventure book."

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

By the end of Grade 7 the student ...

2.3.1 c.  **Discusses literature in reference to sub-genres of oral, print, and other media texts**

*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 think that I want to read more biographies. I like finding out about other peoples' lives."

"Do you think that Who is Frances Rain? is more historical-fiction or fantasy? I can't decide."

**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.**

## 4 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)

## 5 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)

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# 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)

# 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.**

| Grade 4 Specific Outcome 2.3.2 | Grade 5 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** | **Listen to, read, and view texts (oral, print, and other media) to understand how the techniques and elements interact to create effects** |
| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |

|  |  |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**2.3.2 a.** **Talks about and identifies elements of narrative texts (oral, print, and other media) to explore their connections**

In grade four, narrative elements include:
**- problem-rising action-climax-falling action-resolution**

*Maintain from previous grades:
- beginning, middle, end (story events), problem and solution
- main and minor characters
- setting (time and place)
- imagery

**2.3.2 b.** **Talks about and identifies elements of expository texts (oral, print, and other media) that guide an inquiry**

*In grade four, expository elements include:
**- content (paragraphing: topic sentence, supporting sentences or details, concluding sentence; summaries: main idea, supporting ideas or details, conclusions; related vocabulary)**
**- logical organization (comparison-contrast, problem-solution, descriptive)**

*Maintain from previous grades:
- content (topic, related information and details, summaries)
- logical organization (sequential, categorical, cause and effect relationships)

See:
Access Information (3.2.3)
Use Strategies to Make Sense of Information (3.2.4)

---

**2.3.2 a.** **Talks about and identifies elements of narrative texts (oral, print, and other media) to explore their connections**

*In grade five, narrative elements include:
**- background information-problem-rising action-climax-falling action-resolution**

*Maintain from previous grades:
- beginning, middle, end (story events), problem and solution
- main and minor characters
- setting (time and place)
- imagery
- problem-rising action-climax-falling action-resolution

**2.3.2 b.** **Talks about and identifies elements of expository texts (oral, print, and other media) that guide an inquiry**

*In grade five, expository elements include:
**- perspectives**

*Maintain from previous grades:
- 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)
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)

See:
Access Information (3.2.3)
Use Strategies to Make Sense of Information (3.2.4)

# Understand Forms and Techniques

---

## Elements of Texts

| Grade 6 Specific Outcome 2.3.2 | Grade 7 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** | **Describe how techniques and elements are used in texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**2.3.2 a. Talks about and identifies elements of narrative texts (oral, print, and other media) to explore their connections**

*In grade six, narrative elements include:
- **background information-problem-rising action-climax-falling action-resolution-denouement**
- **theme**

*Maintain from previous grades:
- beginning, middle, end (story events), problem and solution
- main and minor characters
- setting (time and place)
- imagery
- background information-problem-rising action-climax-falling action-resolution

**2.3.2 b. Talks about and identifies elements of expository texts (oral, print, and other media) that guide an inquiry**

In grade six, expository elements include:
- **content (thematic)**

*Maintain from previous grades:
- 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)
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)
- perspectives

See:
Access Information (3.2.3)
Use Strategies to Make Sense of Information (3.2.4)

---

**2.3.2 a. Identifies and describes elements within narrative, expository, and poetic texts (in oral, print, and other media texts)**

*In grade seven, elements include:
- **static/dynamic characters**
- **exposition**
- **conflict**
- **message**

Maintain from previous grades:
Narrative:
- beginning, middle, end (story events), problem and solution
- main and minor characters
- setting (time and place)
- imagery
- background information-problem-rising action-climax-falling action-resolution-denoument
- theme

Expository:
- 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)
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)
- perspectives
- thematic content

Poetic:
- description (senses)
- imagery
- simile
- personification
- metaphor
- exaggeration/hyperbole
- overstatement/understatement

# 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.**

| Grade 4 Specific Outcome 2.3.2 | Grade 5 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** | **Listen to, read, and view texts (oral, print, and other media) to understand how the techniques and elements interact to create effects** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**2.3.2 c.** **Talks about and identifies elements of poetic texts (oral, print, and other media) to explore their effectiveness**

*In grade four, poetic elements include:
**- metaphor**

*Maintain from previous grades:
- description (senses)
- rhyme
- repetition
- imagery
- simile
- personification
- rhythm

**2.3.2 c.** **Talks about and identifies elements of poetic texts (oral, print, and other media) to explore their effectiveness**

*In grade five, poetic elements include:
**- exaggeration/hyperbole**

*Maintain from previous grades:
- description (senses)
- imagery
- simile
- personification
- metaphor

# Understand Forms and Techniques
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## Elements of Texts

| Grade 6 Specific Outcome 2.3.2 | Grade 7 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** | **Describe how techniques and elements are used in texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**2.3.2 c.  Talks about and identifies elements of poetic texts (oral, print, and other media) to explore their effectiveness**

\*In grade six, poetic elements include:
**- overstatement, understatement**

\*Maintain from previous grades:
- description (senses)
- imagery
- simile
- personification
- metaphor
- exaggeration/hyperbole

May say:
"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."

**2.3.2 b.  Identifies and describes techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)**

In grade seven, techniques include:
**- atmosphere**
**- camera angles**

Maintain from previous grades:
- type size
- photographs
- illustrations and corresponding captions
- colour
- colour coded words
- book covers
- music/sounds
- volume
- imagery
- font
- opening shots to videos
- graphics including: charts and maps
- title
- lighting choices
- publication information
- costumes and props
- subtitles
- graphics including: figures, tables, timelines
- action (fast or slow)
- expression
- humour (physical, situational, visual)
- tone and mood
- point of view
- flashback and foreshadowing
- symbolism

# 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.**

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**Grade 4  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**

---

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 4 the student ...

2.3.2  d. **Talks about and identifies techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)**

*In grade four, techniques include:
- **graphics including: figures, tables, timelines**

*Maintain from previous grades:
- type size
- photographs
- illustrations and corresponding captions
- colour
- colour coded words
- book covers
- music/sounds
- volume
- imagery
- font
- opening shots to videos
- graphics including: charts and maps
- title
- lighting choices
- publication information
- costumes and props
- subtitles

May say:
"Our information has to be arranged in a different way. If we are going to talk about what happened before and what is happening now that we added that ingredient, I think we should make two paragraphs to explain the results."

"If we put these two sculptures together they won't explain the history of gold mining in the NWT well. But, if we place the barge coming up the lake and then place the next sculpture of the explosion further on, it sort of tells the story for us."

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**Grade 5  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**

---

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 5 the student ...

2.3.2  d. **Talks about and identifies techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)**

*In grade five, techniques include:
- **action (fast or slow)**
- **expression**
- **humour (physical, situational, visual)**
- **tone and mood**
- **point of view**
- **flashback and foreshadowing**

*Maintain from previous grades:
- type size
- photographs
- illustrations and corresponding captions
- colour
- colour coded words
- book covers
- music/sounds
- volume
- imagery
- font
- opening shots to videos
- graphics including: charts and maps
- title
- lighting choices
- publication information
- costumes and props
- subtitles
- graphics including: figures, tables, timelines

May say:
"I love those kinds of movies where I don't even need to listen, but I can tell that the situation is funny! It's all obvious by what is happening, like the pie hitting one guy's face!"

"This poster has to be about long ago. Look at the fur clothes that the explorers are wearing."

"The Greek people wore clothes like..."

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## Elements of Texts

| Grade 6 Specific Outcome 2.3.2 | Grade 7 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** | **Describe how techniques and elements are used in texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

2.3.2 d. **Talks about and identifies techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)**

*In grade six, techniques include:
- **symbolism**

*Maintain from previous grades:
- type size
- photographs
- illustrations and corresponding captions
- colour
- colour coded words
- book covers
- music/sounds
- volume
- imagery
- font
- opening shots to videos
- graphics including: charts and maps
- title
- lighting choices
- publication information
- costumes and props
- subtitles
- graphics including: figures, tables, timelines
- action (fast or slow)
- expression
- humour (physical, situational, visual)
- tone and mood
- point of view
- flashback and foreshadowing

2.3.2 . **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.**

## 4 Specific Outcome 2.3.3

**Talk about authors' use of voice, vocabulary, elements or techniques 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

**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)

## 5 Specific Outcome 2.3.3

**Talk about authors' use of voice, vocabulary, elements or techniques 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.

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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)

## Word Choice and Artistry of Texts

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# 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.

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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)

# 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)

# 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.**

| Grade 4 Specific Outcome 2.3.3 | Grade 5 Specific Outcome 2.3.3 |
|---|---|
| **Talk about authors' use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts** | **Talk about authors' use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**2.3.3 a.** **Extends vocabulary while speaking, reading, and writing**

**2.3.3 b.** **Talks about how an author expresses his or her voice in oral, print, and other media texts, with guidance**

*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, in grade four, typically involves:
- **attending to internal punctuation when reading**
- **discussing the author's point of view**
- **discussing leads (strong, weak)**

*To maintain from previous grades:
- responding to feelings in texts read aloud or viewed
- dramatizing familiar texts expressively
- taking on characters in improvisations and/or 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

**2.3.3 a.** **Extends vocabulary while speaking, reading, and writing**

**2.3.3 b.** **Explains how an author uses words, techniques, or elements to create sounds or images in oral, print, and other media texts**

*exploring descriptive and figurative language

May say:
"When I read She Is A Bear I understood right away that she is grouchy and very protective of her young. So that's the kind of mother the author wants us to imagine."

"Can you just see this, 'The fog crept in on moccasin feet?' I love that line. That's how the author uses less words, but gets a picture and a sound into our heads as we read."

**2.3.3 c.** **Describes how humour is created using language and visual imagery in oral, print, and other media texts**

*humour: physical, situational, visual

May say:
"We loved that novel about the Little Wolf at his uncle's school for wolves. The whole thing was funny. The wolf is supposed to be a mean creature and yet he had to be sent away to learn that. Then he is always begging to come home to his parents; so he promises that he will be mean if they let him come back, but he is not ferocious inside at all. It is like the wolf is exactly the opposite of what a wolf is supposed to be."

## Word Choice and Artistry of Texts

| Grade 6 Specific Outcome 2.3.3 | Grade 7 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** | **Identify 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) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**2.3.3 a.** Extends vocabulary while speaking, reading, and writing

**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

*exploring descriptive and figurative language

May say:
"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..."

**2.3.3 a.** Identifies and describes how word choice and stylistic techniques clarify and enhance meaning in oral, print, and other media texts

May say:
"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."

"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 they way she writes it you just have to keep on reading."

"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."

**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.**

| Grade 4 Specific Outcome 2.3.3 | Grade 5 Specific Outcome 2.3.3 |
|---|---|
| Talk about authors' use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts | Talk about authors' use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**2.3.3 c. Begins to explain how an author uses words, techniques, or elements to create sounds or images in oral, print, and other media texts**

"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.

*exploring descriptive and figurative language

May say:
"When all of the words start with sp- or sh- or wh-, I think I can actually hear the water in the poem."

"In rap songs, it is as if they use a lot of short words to make the song beat like a drum. It is kind of quick and bouncy."

**2.3.3 d. Begins to describe how humour is created using language and visual imagery in oral, print, and other media texts**

"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.

*humour: physical, situational, visual

May say:
"We laugh because it is so exaggerated."

"It can't have happened 50 times like the character says, so we know that it is an exaggeration and then it is meant to be funny."

"In that book about the Princess and the Pea, we know that a pea is not a big lump, but she is so spoiled that it is a huge problem. So that is funny. It is too exaggerated."

**2.3.3 d. Talks about how an author expresses his or her voice in oral, print, and other media texts, with guidance**

*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, in grade five, typically involves:
- **finding unique expressions in texts**
- **discussing the effectiveness of the organization**

*To maintain from previous grades:
- 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)

# Understand Forms and Techniques
---
## Word Choice and Artistry of Texts

| Grade 6 Specific Outcome  2.3.3 | Grade 7 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** | **Identify 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) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**2.3.3  c.**  **Explains how an author expresses his or her voice in oral, print, and other media texts, with guidance**

\*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, in grade six, typically involves:
**- discussing the overall effect of the author's voice on a text**

\*To maintain from previous grades:
- 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

**2.3.3  b.**  **Begins to compare 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

**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.**

| Grade 4 Specific Outcome 2.3.3 | Grade 5 Specific Outcome 2.3.3 |
|---|---|
| **Talk about authors' use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts** | **Talk about authors' use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |
| 2.3.3 . Information is on previous page(s) | 2.3.3 . Information is on previous page(s) |

## Understand Forms and Techniques
---
## Word Choice and Artistry of Texts

| | |
|---|---|
| **Grade 6  Specific Outcome  2.3.3** | **Grade 7  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** | **Identify 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)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**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**

**"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.**

*May include humour: physical, situational, visual

Texts may include:
- puns
- jokes
- double entendres (multiple meanings) ...

**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**

*May include humour: physical, situational, visual

May say:
"What does it mean when it says 'our home and *native* land?' Is that about land claims?"

"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?"

# NORTHWEST TERRITORIES

# GRADE 4 TO GRADE 7

# 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.
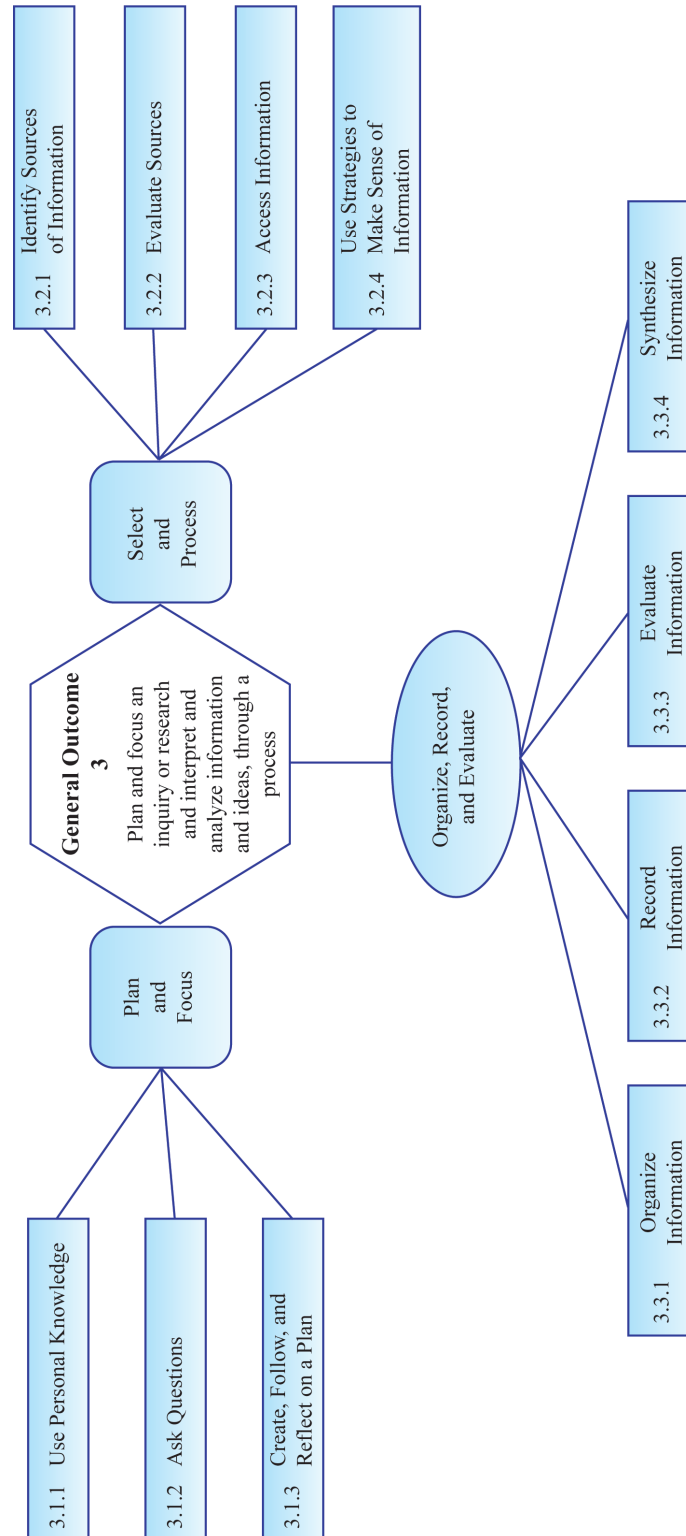
Northwest Territories Education, Culture and Employment

**General Outcome 3**

Plan and focus an inquiry or research and interpret and analyze information and ideas, through a process

Plan and Focus

- 3.1.1 Use Personal Knowledge
- 3.1.2 Ask Questions
- 3.1.3 Create, Follow, and Reflect on a Plan

Select and Process

- 3.2.1 Identify Sources of Information
- 3.2.2 Evaluate Sources
- 3.2.3 Access Information
- 3.2.4 Use Strategies to Make Sense of Information

Organize, Record, and Evaluate

- 3.3.1 Organize Information
- 3.3.2 Record Information
- 3.3.3 Evaluate Information
- 3.3.4 Synthesize 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.**

## 4 Specific Outcome 3.1.1

**Categorize 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 circle
> - 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
> - outlines ...

**Specific Outcome Links**
> Organize Information (3.3.1)

## 5 Specific Outcome 3.1.1

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

**General Example(s)**
> 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)

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## Use Personal Knowledge

# 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)

# General Outcome:

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

---

**Grade 4  Specific Outcome  3.1.1**

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

**Grade 5  Specific Outcome  3.1.1**

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

---

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

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

**3.1.1  a.  Categorizes and organizes personal knowledge of a topic of inquiry or research to determine information needs**

**3.1.1  b.  Identifies missing categories and information gaps in personal knowledge of a topic of inquiry or research**

May say:
"I didn't use enough informational resources; the information I got was from interviews and stories that I read."

See Organize Information (3.3.1)

**3.1.1  c.  Continues to use self-questioning to focus information needs for a topic of inquiry or research**

May say:
"What do my science experiment results show?"

"I wonder why/how...?"

"Maybe I have to do the experiment again because I didn't get the same results both times."

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

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

**3.1.1  a.  Categorizes and organizes personal knowledge of a topic of inquiry or research to determine information needs**

See Organize Information (3.3.1)

**3.1.1  b.  Identifies missing categories and information gaps in personal knowledge of a topic of inquiry or research**

See Organize Information (3.3.1)

**3.1.1  c.  Continues to use self-questioning to focus information needs for a topic of inquiry or research**

May say:
"What more information can I add to my family tree?"

"What will help the people looking at my project understand my results better?"

"Does this diagram show the whole life cycle of the Monarch butterfly?"

**3.1.1  d.  Begins to summarize prior knowledge, personal information, and ideas of a topic of inquiry or research, into categories**

**"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.**

See Organize Information (3.3.1)

# Plan and Focus
---
## Use Personal Knowledge

| | |
|---|---|
| **Grade 6 Specific Outcome 3.1.1**<br><br>**Summarize and focus personal knowledge of a topic to determine information needs in own and group inquiry** | **Grade 7 Specific Outcome 3.1.1**<br><br>**Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry** |

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

**By the end of Grade 6 the student ...**

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

May say:
"These ideas are all about how the rapids were used long ago, and these ones show what uses they could have in the future.

"All of this is background information. This section is the really important part."

See Organize Information (3.3.1)

**3.1.1 b. Identifies missing categories and information gaps in personal knowledge of a topic of inquiry or research**

See Organize Information (3.3.1)

**3.1.1 c. Continues to use self-questioning to focus information needs for a topic of inquiry or research**

May say:
"Why do I get different results from the same experiment?"

"What does this tell me?"

"Are my categories specific enough? Do I even have the right categories?"

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

**By the end of Grade 7 the student ...**

**3.1.1 a. Summarizes prior personal and factual knowledge related to a topic of inquiry or research**

May say:
"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."

"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."

**3.1.1 b. Identifies missing categories and information gaps in knowledge about a topic of inquiry or research**

May say:
"I have lots of information about the melting polar ice caps but not enough on climate change in the sub-Arctic."

"I thought I knew lots about...but when my group started asking questions about it, I realized I needed to get more information."

**3.1.1 c. Uses self-questioning to choose a focus for an inquiry or research topic**

May say:
"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?

"Does this book really talk about what I want to know?"

"Is this film really about what I want to learn?"

**General Outcome:**

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

| Grade 4 Specific Outcome 3.1.1 | Grade 5 Specific Outcome 3.1.1 |
|---|---|
| Categorize personal knowledge of a topic to determine information needs in own and group inquiry | Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
| 3.1.1 . Information is on previous page(s) | 3.1.1 . Information is on previous page(s) |

Northwest Territories Education, Culture and Employment

# Plan and Focus
---

## Use Personal Knowledge

| Grade 6  Specific Outcome  3.1.1 | Grade 7  Specific Outcome  3.1.1 |
|---|---|
| **Summarize and focus personal knowledge of a topic to determine information needs in own and group inquiry** | **Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry** |

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

**By the end of Grade 6 the student ...**       **By the end of Grade 7 the student ...**

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**

**"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.**

May say:
"I am  missing information on the bear's life cycle, so I need to do some research on the Internet or talk to a Renewable Resource Officer, or maybe my Dad."

3.1.1 d.  **Uses categories, gaps in knowledge, and questions to plan next steps for an inquiry or research topic**

May say:
"I have all the background information I need for the introduction but I don't have enough specific data so I need to do some interviews with Elders."

"I don't understand the approval processes for development they talked about in the video so I'm going to the band office to see if they can help me."

## 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.

| 4  Specific Outcome  3.1.2 | 5  Specific Outcome  3.1.2 |
|---|---|
| **Ask general and specific questions on topics using predetermined categories in own and group inquiry** | **Formulate general and specific questions to identify information needs in own and group inquiry** |

### 4  Specific Outcome  3.1.2

**Ask general and specific questions on topics using predetermined categories 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
- Who-What-Where-When-Why (5W's) web
- Who-What-Where-When-Why-How (5W's + H)
- journals
- learning logs
- 20 Questions game
- I Wonder...
- I Learned...
- Know-Want to Know-What I Learned (KWL)
- inquiry notebooks
- Survey-Question-Read-Recite-Review (SQ3R) ...

### 5  Specific Outcome  3.1.2

**Formulate general and specific questions to identify 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
- Who-What-Where-When-Why (5W's) web
- Who-What-Where-When-Why-How (5W's + H)
- journals
- learning logs
- 20 Questions game
- I Wonder...
- I Learned...
- Know-Want to Know-What I Learned (KWL)
- inquiry notebooks
- Survey-Question-Read-Recite-Review (SQ3R)
- question cubes
- fishbone diagrams
- Know-Want to Know-How I Will Learn It-What I Learned-How I Will Apply-What Questions Am I Left With? (KWHLAQ) ...

Northwest Territories Education, Culture and Employment

## 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) ...

## General Outcome:

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

---

| Grade 4 Specific Outcome 3.1.2 | Grade 5 Specific Outcome 3.1.2 |
|---|---|
| **Ask general and specific questions on topics using predetermined categories in own and group inquiry** | **Formulate general and specific questions to identify information needs in own and group inquiry** |

---

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

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

**3.1.2 a.  Develops a variety of broad inquiry-based questions**

Suggested activities:
- think-alouds
- peer and teacher conferences
- I charts
- Who-What-Where-When-Why-How (5W's + H)
- Y-Charts ...

May say:
"This question needs to be 'how does electricity travel?' instead of 'does electricity travel?'"

"If I ask how or why something happens I get more information than if I ask 'does it happen.?'"

**3.1.2 b.  Begins to formulate questions for predetermined categories**

**"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.**

Suggested activities:
- concept charts
- brainstorming webs
- outlines
- graphic organizers
- Know-Want to Know-Learned (KWL) ...

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

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

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

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

Suggested activities:
- discussions
- concept charts
- brainstorming webs
- outlines
- graphic organizers
- Know-Want to Know-Learned (KWL)
- 20 Questions game
- Plus-Minus-Interesting (PMI)
- Venn Diagrams ...

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

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

**"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.**

Suggested activities:
- discussions
- think-alouds
- peer and teacher conferences
- I charts
- Who-What-Where-When-Why-How (5W's + H)
- Y-Charts ...

May say:
"Now we need to know where cranes spend the winter."

"How do you think the Dene felt when Mackenzie arrived?"

Northwest Territories Education, Culture and Employment

# Plan and Focus
---

## Ask Questions

| | |
|---|---|
| **Grade 6  Specific Outcome  3.1.2** | **Grade 7  Specific Outcome  3.1.2** |
| **Formulate relevant questions to focus information needs in own and group inquiry** | **Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry** |

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

**By the end of Grade 6 the student ...**

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

Suggested activities:
- discussions
- think-alouds
- peer and teacher conferences
- I charts
- Who-What-Where-When-Why-How (5W's + H)
- Y-Charts
- concept charts
- brainstorming webs
- outlines
- graphic organizers
- Know-Want to Know-Learned (KWL) ...

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

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

**"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.**

Suggested activities:
- interviews
- inquiry notebook
- class discussions
- logs
- journals ...

May say:
"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."

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

**By the end of Grade 7 the student ...**

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

Uses primarily:
- How...?
- Why...?
- What if...?
- If..., then who/what/why/where/how...?

May say:
"Why would people still want to drive huge vehicles that use so much gas when...?"

"How would those changes affect us?"

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

May say:
"I'm confused by this information. Does it mean...or...?"

"Is the video really saying that...or is it...?"

**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.**

## 4  Specific Outcome  3.1.3

**Select and use a plan for gathering information 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)

## 5  Specific Outcome  3.1.3

**Gather and record ideas and information using a plan 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)

# Plan and Focus
---
## Create , Follow, and Reflect on a Plan

## 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)

## General Outcome:

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

---

| **Grade 4 Specific Outcome 3.1.3** | **Grade 5 Specific Outcome 3.1.3** |
|---|---|
| **Select and use a plan for gathering information for own and group inquiry** | **Gather and record ideas and information using a plan for own and group inquiry** |

---

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

By the end of Grade 4 the student ...

**3.1.3 a. Identifies a purpose and audience for an inquiry**

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

*an inquiry: guided research to answer a question or need, and a representation

May say:
"Our letter is for the Hamlet Council to suggest they start a recycling program."

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

May say:
"When we talk to the Regional Biologist, we will record her words and information in our log book, using a T-chart beside our questions. Let's also prepare a graph, about the different kinds of bugs we have here."

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

May say:
"According to my work plan, I need to work on ..."

"How could we have done that differently?"

---

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

By the end of Grade 5 the student ...

**3.1.3 a. Identifies a purpose and audience for an inquiry**

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

*an inquiry: guided research to answer a question or need, and a representation

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

Northwest Territories Education, Culture and Employment

## Create , Follow, and Reflect on a Plan

**Grade 6  Specific Outcome  3.1.3**

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

**Grade 7  Specific Outcome  3.1.3**

**Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry**

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

**By the end of Grade 6 the student ...**

**3.1.3 a.  Identifies a purpose and audience for an inquiry**

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

*an inquiry: guided research to answer a question or need, and a representation

May say:
"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."

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

**By the end of Grade 7 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:
"We are going to look at different family structures around the world to show that there isn't just one right kind of family. Then we're going to share that information with the primary classes, to..."

**3.1.3 b.  Chooses appropriate strategies for collecting and recording information**

Graphic organizers may include:
- diagrams
- lists
- graphs
- journals
- logs
- inquiry notebooks
- charts
- webs
- T-charts
- math equations
- observation charts
- Venn diagrams
- concept webs
- outlines
- Know-Want to Know-How I learned-Learned (KWHL)
- inquiry or research response sheet
- two column notes
- mind map
- power notes ...

May say:
"We put the key ideas into the power notes, then added examples under each one for support."

"We have to remember to write our observations in the log, as well as entering the measurement data each day."

# General Outcome:

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

| | |
|---|---|
| **Grade 4  Specific Outcome  3.1.3** | **Grade 5  Specific Outcome  3.1.3** |
| **Select and use a plan for gathering information for own and group inquiry** | **Gather and record ideas and information using a plan for own and group inquiry** |

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

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

**3.1.3 d.  Adapts a plan for an inquiry**

*an inquiry: guided research to answer a question or need, and a representation

Suggested activities:
- conversations
- pictures
- sculptures
- paintings
- dances
- lists
- stories
- music
- drama
- reports
- presentations
- sharing circles
- models ...

May say:
"The assignment says that we have to have a problem or question to test or research, a hypothesis, the procedures, a diagram, the observations, the results, and a conclusion. So, let's decide what we want to research."

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

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

Graphic organizers may include:
- brainstorming, talking
- task charts
- webs
- picture graphs
- key words, phrases, and icons
- primary sources
- questioning, interviewing
- observations
- Know-Want to Know-Learned (KWL)
- Know-Want to Know-Learned+What will I do Next? (KWL +)
- Know-Want to Know-How I am going to learn it - Learned (KWHL)
- Who-What-Where-When-Why-How (5Ws + H)
- graphic frames
- inquiry or research response sheet
- inquiry process
- I-search ...

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

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

**3.1.3 c.  Selects an appropriate strategy for accessing and gathering information**

May say:
"I'm going to use an outline frame to organize my information."

"I think a herringbone frame would work for this project."

Northwest Territories Education, Culture and Employment

## Create , Follow, and Reflect on a Plan

**Grade 6  Specific Outcome  3.1.3**

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

**Grade 7  Specific Outcome  3.1.3**

**Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 6 the student ...

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 7 the student ...

3.1.3 b.  **Uses an appropriate strategy for accessing and gathering information**

Graphic organizers may include:
- brainstorming, talking
- task charts
- webs
- picture graphs
- key words, phrases, and icons
- primary sources
- questioning, interviewing
- observations
- Know-Want to Know-Learned (KWL)
- Know-Want to Know-Learned+What will I do Next? (KWL+)
- Know-Want to Know-How I am going to learn it - Learned (KWHL)
- Who-What-Where-When-Why-How (5Ws + H)
- graphic frames
- inquiry or research response sheet
- inquiry process
- I-search ...

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

"I'm going to use an outline frame to organize my information."

"I think a herringbone frame would work for this project."

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

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

Graphic organizers may include:
- diagrams
- lists
- graphs
- journals
- logs
- inquiry notebooks
- charts
- webs
- T-charts
- math equations
- observation charts
- Venn diagrams
- concept webs
- outlines
- Know-Want to Know-How I learned-Learned (KWHL)
- inquiry or research response sheet
- two column notes
- mind map
- power notes ...

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

# General Outcome:

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

| Grade 4 Specific Outcome 3.1.3 | Grade 5 Specific Outcome 3.1.3 |
|---|---|
| **Select and use a plan for gathering information for own and group inquiry** | **Gather and record ideas and information using a plan for own and group inquiry** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**3.1.3 e. Adapts a timeline for completing specific steps in an inquiry project**

\*an inquiry: guided research to answer a question or need, and a representation

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

Timeline may be:
- teacher directed
- student directed
- group directed

May say:
"By Tuesday, identify sources, by Thursday, have information recorded in our KWL chart."

"I will use two classes to search the Internet for information, then another class to look in the library, and then I'll take another day to review my notes and see what other information I need."

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

Graphic organizers may include:
- diagrams
- lists
- graphs
- journals
- logs
- inquiry notebooks
- charts
- webs
- T-charts
- math equations
- observation charts
- Venn diagrams
- concept webs
- outlines ...

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

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

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

Northwest Territories Education, Culture and Employment

# Plan and Focus
---

## Create , Follow, and Reflect on a Plan

| | |
|---|---|
| **Grade 6  Specific Outcome  3.1.3** | **Grade 7  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** | **Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**3.1.3  c.  Records relevant information using the selected method**

Graphic organizers may include:
- diagrams
- lists
- graphs
- journals
- logs
- inquiry notebooks
- charts
- webs
- T-charts
- math equations
- observation charts
- Venn diagrams
- concept webs
- outline
- Know-Want to Know-How I learned-Learned (KWHL)
- inquiry or research response sheet
- two column notes
- mind maps ...

May say:
"Right now we have a lot of information about the different plants and animals in the ponds around town. We need to organize those into categories and then find out if those exist in different climates of the world."

"Let's put the population data for each animal onto this chart."

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

*an inquiry: guided research to answer a question or need, and a representation

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

Examples may include:
- day timer
- time frames
- agenda books
- electronic agenda
- PDA ...

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

May say:
"We should have checked our progress more often against the timeline. We waited too long, and now we're really far behind.".

# General Outcome:

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

| | |
|---|---|
| **Grade 4  Specific Outcome  3.1.3** | **Grade 5  Specific Outcome  3.1.3** |
| **Select and use a plan for gathering information for own and group inquiry** | **Gather and record ideas and information using a plan for own and group inquiry** |

| | |
|---|---|
| **Learning Outcomes &** <br> **Corresponding Illustrative Example(s)** | **Learning Outcomes &** <br> **Corresponding Illustrative Example(s)** |

| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
|---|---|
| **3.1.3 f.  Uses appropriate forms of expression to connect purpose and audience** <br><br> *identifying an audience, setting a purpose, linking a form of expression <br><br> Suggested activities: <br> - photo essays <br> - pictures and videos of shared class experiences <br> - string/hand games <br> - invitations <br> - surveys, interviews <br> - centres <br> - dancing <br> - drumming <br> - painting, murals <br> - role playing <br> - letters to thank the Co-op <br> - skits, songs <br> - narrative stories <br> - illustrations <br> - puppetry <br> - journals <br> - readers' theatre <br> - poetry <br> - ads <br> - newspaper articles <br> - comic strips <br> - reports <br> - maps <br> - graphs <br> - science experiments <br> - letters ... <br><br> See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2) | **3.1.3 f.  Uses appropriate forms of expression to connect purpose and audience** <br><br> *identifying an audience, setting a purpose, linking a form of expression <br><br> Suggested activities: <br> - photo essays <br> - pictures and videos of shared class experiences <br> - string/hand games <br> - invitations <br> - surveys, interviews <br> - centres <br> - dancing <br> - drumming <br> - painting, murals <br> - role playing <br> - letters to thank the Co-op <br> - skits, songs <br> - narrative stories <br> - illustrations <br> - puppetry <br> - journals <br> - readers' theatre <br> - poetry <br> - ads <br> - newspaper articles <br> - comic strips <br> - reports <br> - maps <br> - graphs <br> - science experiments <br> - letters ... <br><br> See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2) <br><br> **3.1.3 g.  Reflects on choice of strategies and method for accessing and recording information** <br><br> May say: <br> "When we put the information we found into the chart, we could see a pattern right away." |

Northwest Territories Education, Culture and Employment

## Create , Follow, and Reflect on a Plan

| **Grade 6 Specific Outcome 3.1.3** | **Grade 7 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** | **Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

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

*an inquiry: guided research to answer a question or need, and a representation

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

Suggested activities:
- inquiry process

Graphic organizers may include:
- Big Six (who, what, when, where, why, how)
- I-Search planner
- Know-Want to Know-Learned+What will I do Next? (KWL +)
- scientific method
- webs
- inquiry charts
- outlines ...

For timeline, may use:
- day timer
- time frames
- agenda books ...

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

3.1.3 . 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.**

| Grade 4  Specific Outcome  3.1.3 | Grade 5  Specific Outcome  3.1.3 |
|---|---|
| **Select and use a plan for gathering information for own and group inquiry** | **Gather and record ideas and information using a plan for own and group inquiry** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**3.1.3 g.  Begins to suggest strategies for accessing and gathering information and ideas**

**"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.

Graphic organizers may include:
- brainstorming, talking
- task charts
- webs
- picture graphs
- key words, phrases, and icons
- primary sources
- questioning, interviewing
- observations
- Know-Want to Know-Learned (KWL)
- Know-Want to Know-How I am going to learn it - Learned (KWHL)
- graphic frames
- inquiry or research response sheet ...

May say:
"We didn't find a single book about our topic; where else can we look?"

"I think we will have problems finding information for our community in books so let's prepare questions to ask of towns' people and let's do an Internet search."

"If there is no information available are we asking the right questions or the right people?

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

**3.1.3 h.  Begins to create a plan and timeline for an inquiry**

**"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.

*an inquiry: guided research to answer a question or need, and a representation

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

Suggested activities:
- inquiry process

Graphic organizers may include:
- Big Six (who, what, when, where, why, how)
- I-Search planner
- Know-Want to Know-Learned+What will I do Next? (KWL+)...

May say:
"The assignment says that we have to have a problem or question to test or research, a hypothesis, the procedures, a diagram, the observations, the results, and a conclusion. So, let's decide what we want to research."

"By Tuesday, identify sources, by Thursday, have information recorded in our KWL chart."

"I will use two classes to search the Internet for information, then another class to look in the library, and then I'll take another day to review my notes and see what other information I need."

Northwest Territories Education, Culture and Employment

## Create , Follow, and Reflect on a Plan

| | |
|---|---|
| **Grade 6  Specific Outcome  3.1.3** | **Grade 7  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** | **Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry** |

| **Learning Outcomes &** | **Learning Outcomes &** |
|---|---|
| **Corresponding Illustrative Example(s)** | **Corresponding Illustrative Example(s)** |
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

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

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

   Suggested activities:
   - photo essays
   - pictures and videos of shared class experiences
   - string/hand games
   - invitations
   - surveys, interviews
   - centres
   - dancing
   - drumming
   - painting, murals
   - role playing
   - letters to thank the Co-op
   - skits, songs
   - narrative stories
   - illustrations
   - puppetry
   - journals
   - readers' theatre
   - poetry
   - ads
   - newspaper articles
   - comic strips
   - reports
   - maps
   - graphs
   - science experiments
   - letters ...

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

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

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.**

---

| **Grade 4  Specific Outcome  3.1.3** | **Grade 5  Specific Outcome  3.1.3** |
|---|---|
| **Select and use a plan for gathering information for own and group inquiry** | **Gather and record ideas and information using a plan for own and group inquiry** |

---

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 4 the student ... | ~ By the end of Grade 5 the student ... |

**3.1.3 h.  Begins to select appropriate strategy for accessing and gathering information**

"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.

May say:
"I'm going to use an outline frame to organize my information."

"I think a herringbone frame would work for this project."

**3.1.3 i.  Begins to suggest ways to record information**

"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.

Suggested activities:
- diagrams
- lists
- graphs
- journals
- logs
- inquiry notebooks
- charts
- webs
- T-charts
- math equations
- observation charts
- graphic organizers ...

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

## Create , Follow, and Reflect on a Plan

| | |
|---|---|
| **Grade 6  Specific Outcome  3.1.3** | **Grade 7  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** | **Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |
| 3.1.3 f.  **Reflects on choice of strategies and method for accessing and recording information** | 3.1.3 .   **Information is on previous page(s)** |
| 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." | |

**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.**

## 4  Specific Outcome  3.2.1

**Use relevant information from a variety of 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
    - songs
    - experts (trappers, elders, etc.)
    - community members
    - objects
    - artifacts
    - natural habitats
    - maps, charts, graphs
    - signs
    - books (narrative texts, expository texts)
    - photographs
    - illustrations
    - TV
    - audio tapes, videos
    - websites
    - field trips
    - newspapers, magazines
    - interviews
    - CDs
    - various multimedia
    - folk tales
    - plays, scripts ...

**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)

## 5  Specific Outcome  3.2.1

**Use relevant information from a variety of 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
    - songs
    - 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
    - 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)

Northwest Territories Education, Culture and Employment

## 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)

# General Outcome:

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

---

| **Grade 4  Specific Outcome  3.2.1** | **Grade 5  Specific Outcome  3.2.1** |
|---|---|
| **Use relevant information from a variety of sources to answer inquiry or research questions** | **Use relevant information from a variety of sources to answer inquiry or research questions** |

---

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**3.2.1 a.** **Uses relevant information from a variety of primary (experiential and/or firsthand account) sources to answer inquiry or research questions**

Primary sources may include:
- guest presenters (Elders from the community, storytellers, others)
- experts
- field trips and excursions
- first hand experiences (drum dances, drama presentations, other live experiences)
- first hand accounts ...

May say:
"I have s found a video that shows real mosquitoes throughout their life cycle, but we need to go to a swamp to see if we can find samples of mosquitoes at the different stages of the life cycle."

**3.2.1 b.** **Uses relevant information from a variety of secondary (text based and/or secondhand account) sources to answer inquiry or research questions**

Secondary sources may include:
- newspapers
- information text
- CDs
- websites
- almanacs
- encyclopedias
- text books
- atlases ...

May say:
"I have found a book about mosquitoes and my partner found a poster. I wonder if we will find the information about their life cycles in one of those. Then we need to talk to the Renewable Officer/Biologist to find out..."

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

**"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.**

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, videos
- songs
- Internet sites
- art work, sculptures, prints ...

May say:
"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."

---

Northwest Territories Education, Culture and Employment

## Identify Sources of Information

**Grade 6  Specific Outcome  3.2.1**

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

**Grade 7  Specific Outcome  3.2.1**

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

---

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 6 the student ...

By the end of Grade 7 the student ...

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

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:
"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..."

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:
"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."

**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.

## 4  Specific Outcome  3.2.2

**Assess the usefulness of information for inquiry or research 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 ...

## 5  Specific Outcome  3.2.2

**Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria**

**General Example(s)**

Suggested activities:
- learning logs
- inquiry notebooks
- reflection
- self-questioning
- rereading
- assessing with Rubrics
- inquiry charts
- gate keeper game
- trash-treasure-save
- checklists
- conferencing ...

# 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 ...

# General Outcome:

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

| Grade 4  Specific Outcome  3.2.2 | Grade 5  Specific Outcome  3.2.2 |
|---|---|
| **Assess the usefulness of information for inquiry or research using pre-established criteria** | **Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**3.2.2 a.  Sets criteria, collaboratively or independently, to evaluate sources**

Criteria may include:
- title, author, copyright date
- author's expertise in field
- fact or fiction
- viewpoint
- primary (experiential) or secondary source (text based: narrative, expository, creative)
- information contained in more than one form?
- answers inquiry question completely?
- provides useful information?
- suitability of information ...

**3.2.2 b.  Evaluates the relevance of sources of information using the pre-established criteria (teacher directed, student directed, or group directed)**

May say:
"We can use the information from this website because it's fact, but the other one is just somebody's opinion."

"This story is funny, but it's fiction, and not everything in it is true."

"Here are all the books on dogs. Which ones tell us about dog teams?"

See:
Assess Information (3.2.3)
Use Strategies to Make Sense of Information (3.2.4)

**3.2.2 a.  Sets criteria, collaboratively or independently, to evaluate sources**

Criteria may include:
- title, author, copyright date
- author's expertise in field
- fact or fiction or opinion
- viewpoint or perspective
- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)
- information contained in more than one form?
- answers inquiry question completely?
- provides useful information?
- suitability of information
- readability ...

**3.2.2 b.  Evaluates the usefulness of sources of information using the pre-established criteria (teacher directed, student directed, or group directed)**

May say:
"We can use the information from this website because it's fact, but the other one is just somebody's opinion."

"This story is funny, but it's fiction, and not everything in it is true."

"Here are all the books on dogs. Which ones tell us about how domesticated dogs, like those in teams, act differently than other dogs?

"I probably won't use this resource because the titles and headings don't seem to connect to my topic. If the other books and resources don't help, I'll come back to this one."

See:
Assess Information (3.2.3)
Use Strategies to Make Sense of Information (3.2.4)

# Evaluate Sources

| | |
|---|---|
| **Grade 6  Specific Outcome  3.2.2** | **Grade 7  Specific Outcome  3.2.2** |
| **Recognize that information serves different purposes, and determine its usefulness for inquiry or research focus using pre-established criteria** | **Use criteria to evaluate usefulness and reliability of sources** |

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

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

**By the end of Grade 6 the student ...**

**By the end of Grade 7 the student ...**

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

Criteria may include:
- title, author, copyright date
- author's expertise in field
- fact or fiction or opinion
- viewpoint or perspective
- primary (experiential and/or first hand account) or secondary source (text based and/or second hand account)
- information contained in more than one form?
- answers inquiry question completely?
- provides useful information?
- suitability of information
- readability
- comprehension
- perspective ...

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

3.2.2 a.  **Matches sources to the focus and/or purpose of inquiry, using criteria developed with peers**

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

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

# General Outcome:

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

---

| Grade 4 Specific Outcome 3.2.2 | Grade 5 Specific Outcome 3.2.2 |
|---|---|
| **Assess the usefulness of information for inquiry or research using pre-established criteria** | **Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**Grade 4:**

3.2.2 .    Information is on previous page(s)

**Grade 5:**

3.2.2 c.   **Begins to match sources to inquiry or research purpose**

    **"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.**

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

3.2.2 d.   **Begins to match sources to inquiry or research focus**

    **"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.**

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

Northwest Territories Education, Culture and Employment

## Evaluate Sources

| Grade 6  Specific Outcome  3.2.2 | Grade 7  Specific Outcome  3.2.2 |
|---|---|
| **Recognize that information serves different purposes, and determine its usefulness for inquiry or research focus using pre-established criteria** | **Use criteria to evaluate usefulness and reliability of sources** |

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

By the end of Grade 6 the student ...

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

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

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

**3.2.2 c.  Begins to use specific criteria (currency, reliability of information, and usefulness) to evaluate sources**

**"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.**

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

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

By the end of Grade 7 the student ...

**3.2.2 b.  Determines usefulness of sources, using specific criteria developed with peers**

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

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

# General Outcome:

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

| Grade 4  Specific Outcome  3.2.2 | Grade 5  Specific Outcome  3.2.2 |
|---|---|
| **Assess the usefulness of information for inquiry or research using pre-established criteria** | **Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria** |
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
| 3.2.2 .　Information is on previous page(s) | 3.2.2 .　Information is on previous page(s) |

# Select and Process
---
## Evaluate Sources

| Grade 6 Specific Outcome 3.2.2 | Grade 7 Specific Outcome 3.2.2 |
|---|---|
| **Recognize that information serves different purposes, and determine its usefulness for inquiry or research focus using pre-established criteria** | **Use criteria to evaluate usefulness and reliability of sources** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

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

3.2.2 c. **Determines reliability of sources, using specific criteria developed with peers**

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

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

**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.**

## 4  Specific Outcome  3.2.3

**Use a variety of tools to access information and ideas; use visual and auditory cues to identify important 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)

## 5  Specific Outcome  3.2.3

**Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas**

*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)

# 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)

## General Outcome:

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

| Grade 4  Specific Outcome  3.2.3 | Grade 5  Specific Outcome  3.2.3 |
|---|---|
| Use a variety of tools to access information and ideas; use visual and auditory cues to identify important information | Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

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

Examples may include:
- body language
- culturally appropriate eye contact
- facial expressions and gestures
- photographs
- illustrations
- illustrated directions
- icons
- colour coded words
- font
- letter size
- charts
- graphic organizers
- opening shots to videos or DVDs
- diagrams ...

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

Examples may include:
- sounds
- music
- words
- noises
- pauses
- volume
- rhythm
- repetition
- emphasis
- pacing
- pings
- tone
- sound effects ...

**3.2.3 c. Expands repertoire of textual cues to access information**

See Text Features (2.1.3)

---

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

Examples may include:
- body language
- culturally appropriate eye contact
- facial expressions and gestures
- photographs
- illustrations
- illustrated directions
- icons
- colour coded words
- font
- letter size
- charts
- graphic organizers
- opening shots to videos or DVDs
- diagrams
- pull down menus
- hypertext links
- scene changes
- graphics ...

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

Examples may include:
- sounds
- music
- words
- noises
- pauses
- volume
- rhythm
- repetition
- emphasis
- pacing
- pings
- tone
- sound effects
- voice overs ...

Northwest Territories Education, Culture and Employment

# Select and Process
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## Access Information

| | |
|---|---|
| **Grade 6  Specific Outcome  3.2.3** | **Grade 7  Specific Outcome  3.2.3** |
| **Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information** | **Use text features and reference tools to identify relevant information** |

| | |
|---|---|
| **Learning Outcomes &** **Corresponding Illustrative Example(s)** | **Learning Outcomes &** **Corresponding Illustrative Example(s)** |
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

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

Examples may include:
- body language
- culturally appropriate eye contact
- facial expressions and gestures
- photographs
- illustrations
- illustrated directions
- icons
- colour coded words
- font
- letter size
- charts
- graphic organizers
- opening shots to videos or DVDs
- diagrams
- pull down menus
- hypertext links
- scene changes
- graphic
- pacing
- close-ups
- zooms
- lighting
- camera angle
- captions
- staging
- sidebars
- shaded areas
- margin notes ...

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

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

Auditory cues may include:
- sounds, noises
- music
- words
- volume, emphasis
- pauses, rhythm, pacing
- repetition
- pings, sound effects
- tone, intonation
- voice overs ...

See Text Features (2.1.3)

# General Outcome:

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

---

## Grade 4 Specific Outcome 3.2.3

**Use a variety of tools to access information and ideas; use visual and auditory cues to identify important information**

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

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

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

Examples may include areas designated for:
- fiction
- nonfiction
- easy reading
- new books
- picture books
- informational texts
- references (dictionaries, atlases, maps)
- magazines
- posters
- videos
- audio tapes
- CDs
- library files
- electronic media ...

Understands and uses:
- alphabetization of resources
- card and electronic catalogues ...

## Grade 5 Specific Outcome 3.2.3

**Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas**

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

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

**3.2.3 c.** **Expands repertoire of textual cues to access information**

See Text Features (2.1.3)

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

Examples may include areas designated for:
- fiction
- nonfiction
- easy reading
- new books
- picture books
- informational texts
- references (dictionaries, atlases, maps)
- magazines
- posters
- videos
- audio tapes
- CDs
- library files
- electronic media ...

Understands and uses:
- alphabetization of resources
- card and electronic catalogues ...

# Select and Process
---

## Access Information

| Grade 6 Specific Outcome 3.2.3 | Grade 7 Specific Outcome 3.2.3 |
|---|---|
| **Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information** | **Use text features and reference tools to identify relevant information** |

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

By the end of Grade 6 the student ...

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

Examples may include:
- sounds
- music
- words
- noises
- pauses
- volume
- rhythm
- repetition
- emphasis
- pacing
- pings
- tone
- sound effects
- voice overs
- intonations ...

**3.2.3 c.  Expands repertoire of textual cues to access information**

See Text Features (2.1.3)

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

By the end of Grade 7 the student ...

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

Examples may include areas designated for:
- fiction
- nonfiction
- easy reading
- new books
- picture books
- informational texts
- references (dictionaries, atlases, maps, almanacs, thesauri)
- magazines
- posters
- videos
- audio tapes
- CDs
- library files
- electronic media ...

Understands and uses:
- alphabetization of resources
- card and electronic catalogues
- Internet search engines/tools ...

## General Outcome:

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

| | |
|---|---|
| **Grade 4  Specific Outcome  3.2.3** | **Grade 5  Specific Outcome  3.2.3** |
| **Use a variety of tools to access information and ideas; use visual and auditory cues to identify important information** | **Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas** |

| | |
|---|---|
| **Learning Outcomes &** <br> **Corresponding Illustrative Example(s)** | **Learning Outcomes &** <br> **Corresponding Illustrative Example(s)** |
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**3.2.3  e.  Uses the computer to 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 <u>not</u> increased.

Examples may include:
- Internet sites
- videos
- CDs
- visuals
- bulletin boards
- Powerpoints
- maps
- graphs
- digital cameras
- blogs ...

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)

**3.2.3  e.  Uses the computer to 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 <u>not</u> increased.

Examples may include:
- Internet sites
- videos
- CDs
- visuals
- bulletin boards
- Powerpoints
- maps
- graphs
- digital cameras
- blogs
- wikis ...

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)

# Select and Process

---

## Access Information

| Grade 6  Specific Outcome  3.2.3 | Grade 7  Specific Outcome  3.2.3 |
|---|---|
| **Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information** | **Use text features and reference tools to identify relevant information** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

**By the end of Grade 6 the student ...**

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

Examples may include areas designated for:
- fiction
- nonfiction
- easy reading
- new books
- picture books
- informational texts
- references (dictionaries, atlases, maps, almanacs, thesauri)
- magazines
- posters
- videos
- audio tapes
- CDs
- library files
- electronic media ...

Understands and uses:
- alphabetization of resources
- card and electronic catalogues
- Internet search engines/tools ...

**By the end of Grade 7 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 <u>not</u> increased.

Examples may include:
- Internet sites
- videos
- CDs
- visuals
- bulletin boards
- Powerpoints
- maps
- graphs
- digital cameras
- 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  3.2.3** | **Grade 5  Specific Outcome  3.2.3** |
| **Use a variety of tools to access information and ideas; use visual and auditory cues to identify important information** | **Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas** |

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

| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
|---|---|
| 3.2.3 f.  **Accesses information from reference materials** | 3.2.3 f.  **Accesses information from reference materials** |

**Grade 4:**

Examples may include:
- conversations
- calendar
- alphabet
- number line
- labels
- learning centres, listening centre
- word walls or word books
- print and electronic dictionaries
- maps
- environmental print
- informational texts
- atlases
- Internet sites
- timelines
- charts, graphs
- junior thesaurus
- spell check functions
- directories
- objects
- artifacts ...

Uses:
- multiple sources
- search engines

**Grade 5:**

Examples may include:
- conversations
- calendar
- alphabet
- number line
- labels
- learning centres, listening centre
- word walls or word books
- print and electronic dictionaries
- maps
- environmental print
- informational texts
- atlases
- Internet sites
- timelines
- charts, graphs
- junior thesaurus
- spell check functions
- directories, Net directories
- encyclopedi
- objects, artifacts ...

Uses:
- multiple sources
- search engines

Northwest Territories Education, Culture and Employment

# Select and Process
---

## Access Information

| Grade 6 Specific Outcome 3.2.3 | Grade 7 Specific Outcome 3.2.3 |
| --- | --- |
| **Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information** | **Use text features and reference tools to identify relevant information** |

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

**By the end of Grade 6 the student ...**

**3.2.3 e. Uses the computer to 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 <u>not</u> increased.

Examples may include:
- Internet sites
- videos
- CDs
- visuals
- bulletin boards
- Powerpoints
- maps
- graphs
- digital cameras
- 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)

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

**By the end of Grade 7 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.**

| Grade 4  Specific Outcome  3.2.3 | Grade 5  Specific Outcome  3.2.3 |
|---|---|
| **Use a variety of tools to access information and ideas; use visual and auditory cues to identify important information** | **Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |
| 3.2.3 .   **Information is on previous page(s)** | 3.2.3 .   **Information is on previous page(s)** |

# Select and Process
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## Access Information

| Grade 6  Specific Outcome  3.2.3 | Grade 7  Specific Outcome  3.2.3 |
|---|---|

**Grade 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**

**Grade 7  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 6 the student ...

3.2.3 f.  **Accesses information from reference materials**

Examples may include:
- conversations
- calendar
- alphabet
- number line
- labels
- learning centres, listening centre
- word walls or word books
- 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

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

By the end of Grade 7 the student ...

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

**General Outcome:**

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

## 4 Specific Outcome 3.2.4

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

**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)

## 5 Specific Outcome 3.2.4

**Recognize 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)

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## Use Strategies to Make Sense of Information

# 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)

# General Outcome:

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

---

| Grade 4 Specific Outcome 3.2.4 | Grade 5 Specific Outcome 3.2.4 |
|---|---|
| **Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and context cues** | **Recognize organizational patterns in texts (oral, print, and other media) to construct meaning and gather information** |

---

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

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

Suggested activities:
- Before-During-After (BDA)
- cloze activities
- retelling/restating
- Know-Want to Know-Learned (KWL)
- Pause and Predict ...

May say:
"When we walk in the woods around here, we see that there are lots of birch. We estimate that at least 1/2 of the trees are birch. Now we have to create a graph to record on and then we can go and count the trees in our area. If we break down into teams, every team could take an area and we could check our estimation. Then we can predict what kind of trees and how many exist in other areas around town."

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

Suggested activities:
- Before-During-After (BDA)
- cloze activities
- retelling/restating
- Know-Want to Know-Learned (KWL)
- Pause and Predict ...

May say:
"I think that those clouds we're looking at are cumulonimbus. That must mean..."

"Look at how all the ptarmigan have turned colour so early this year. My grandpa says that means it will be a long winter. We should check that out in that old almanac."

Northwest Territories Education, Culture and Employment

# Select and Process
---
## Use Strategies to Make Sense of Information

| | |
|---|---|
| **Grade 6 Specific Outcome 3.2.4** | **Grade 7 Specific Outcome 3.2.4** |
| **Use organizational patterns in texts (oral, print, and other media) to construct meaning and gather information** | **Use strategies to understand and relate information in texts (oral, print, and other media)** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

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

Suggested activities:
- Before-During-After (BDA)
- cloze activities
- retelling/restating
- Know-Want to Know-Learned (KWL)
- Pause and Predict ...

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

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

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)**

Suggested activities:
- Before-During-After (BDA)
- cloze activities
- retelling/restating
- Know-Want to Know-Learned (KWL)
- Pause and Predict ...

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

# General Outcome:

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

---

## Grade 4  Specific Outcome  3.2.4

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

## Grade 5  Specific Outcome  3.2.4

**Recognize organizational patterns in texts (oral, print, and other media) to construct meaning and gather information**

---

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

By the end of Grade 4 the student ...

3.2.4  b.  **Continues to use text and textual cues to confirm understanding of information in oral, print, and other media texts**

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

Strategies may include
- active listening, discussing, questioning
- reading, rereading, reading on
- viewing, reviewing
- visualizing and verbalizing
- examining, reexamining
- testing, retesting
- writing, rewriting ...

May say:
"The website about birch trees tells exactly what kind of environment birch trees need. This might change our predictions because not all of the land around town is the same."

See:
Text Features (2.1.3)

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

By the end of Grade 5 the student ...

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

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

Strategies may include
- active listening
- discussing
- questioning
- reading, rereading, reading on
- viewing, reviewing
- visualizing and verbalizing
- examining, reexamining
- testing, retesting
- writing, rewriting ...

See:
Text Features (2.1.3)
Access Information (3.2.3)

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# Use Strategies to Make Sense of Information

| | |
|---|---|
| **Grade 6  Specific Outcome  3.2.4**<br><br>**Use organizational patterns in texts (oral, print, and other media) to construct meaning and gather information** | **Grade 7  Specific Outcome  3.2.4**<br><br>**Use strategies to understand and relate information in texts (oral, print, and other media)** |

| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

| | |
|---|---|
| 3.2.4 b.  **Continues to use text and textual cues, including organizational patterns, to construct meaning from oral, print, and other media texts** | 3.2.4 b.  **Uses textual cues and organizational patterns to preview and construct meaning within and across texts (oral, print, and other media)** |
| *for example:<br>- illustrations<br>- titles<br>- key words<br>- labels<br>- colour coded words<br>- opening shots to videos<br>- author's name<br>- publication information<br>- table of contents<br>- captions<br>- headings and subheadings<br>- diagrams<br>- hot links<br>- index<br>- glossary<br>- dictionary guide words<br>- main ideas<br>- supporting details<br>- explanation<br>- compare and contrast<br>- cause and effect<br>- sequence<br>- problem and solution ... | *for example:<br>- illustrations<br>- titles<br>- key words<br>- labels<br>- colour coded words<br>- opening shots to videos<br>- author's name<br>- publication information<br>- table of contents<br>- captions<br>- headings and subheadings<br>- diagrams<br>- hot links<br>- index<br>- glossary<br>- dictionary guide words<br>- main ideas<br>- supporting details<br>- explanation<br>- compare and contrast<br>- cause and effect<br>- sequence<br>- problem and solution ... |
| Strategies may include<br>- active listening<br>- discussing<br>- questioning<br>- reading, rereading, reading on<br>- viewing, reviewing<br>- visualizing and verbalizing<br>- examining, reexamining<br>- testing, retesting<br>- writing, rewriting ... | Strategies may include<br>- active listening<br>- discussing<br>- questioning<br>- reading, rereading, reading on<br>- viewing, reviewing<br>- visualizing and verbalizing<br>- examining, reexamining<br>- testing, retesting<br>- writing, rewriting ... |
| See:<br>Text Features (2.1.3)<br>Access Information (3.2.3) | See:<br>Text Features (2.1.3)<br>Access Information (3.2.3) |

# General Outcome:

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

| | |
|---|---|
| **Grade 4  Specific Outcome  3.2.4** | **Grade 5  Specific Outcome  3.2.4** |
| **Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and context cues** | **Recognize organizational patterns in texts (oral, print, and other media) to construct meaning and gather information** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

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

\*using:
- prior knowledge, ideas, information,
- inferences, predictions, connections
- graphs, charts
- pictures, illustration, books
- film, video, audio
- storytelling
- interviews
- paintings, sculpting
- dance, music, drama ...

Strategies may include:
- brainstorming
- discussing, conferencing
- interviewing
- retelling/recalling
- sorting, categorizing
- journaling
- comparing and contrasting
- connecting/linking
- organizing, planning
- self-assessing
- visualizing
- describing
- sequencing
- questioning, webbing, clustering
- patterning, graphing
- inquiring, observing, predicting
- processing (logs)
- summarizing
- interpreting, reflecting
- note making
- comprehending ...

May say:
"This play is about celebrations which are supposed to be joyful things. Using the dance of the sun helps the characters give the feeling of joy to their audience. The music does that too."

**3.2.4 c.  Begins to skim to locate information in oral, print, and other media texts**

**"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.**

Skims:
- chapter headings
- first and last paragraphs
- bold print
- subheadings and captions
- indices
- table of contents
- bibliographies
- captions
- schedules
- summaries
- prefaces ...

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## Use Strategies to Make Sense of Information

| | |
|---|---|
| **Grade 6  Specific Outcome  3.2.4** | **Grade 7  Specific Outcome  3.2.4** |
| **Use organizational patterns in texts (oral, print, and other media) to construct meaning and gather information** | **Use strategies to understand and relate information in texts (oral, print, and other media)** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |
| 3.2.4 c. **Skims to gather information in oral, print, and other media texts** | 3.2.4 c. **Selects and summarizes key ideas and details from texts (oral, print, and other media) related to inquiry topic** |
| Skims:<br>- chapter headings<br>- first and last paragraphs<br>- bold print<br>- subheadings and captions<br>- indices<br>- table of contents<br>- bibliographies<br>- captions<br>- schedules<br>- summaries<br>- prefaces ... | Strategies may include<br>- active listening<br>- discussing<br>- questioning<br>- reading, rereading, reading on<br>- viewing, reviewing<br>- visualizing and verbalizing<br>- examining, reexamining<br>- testing, retesting<br>- writing, rewriting<br>- skimming<br>- scanning ...<br><br>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." |

## General Outcome:

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

| | |
|---|---|
| **Grade 4  Specific Outcome  3.2.4** | **Grade 5  Specific Outcome  3.2.4** |
| Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and context cues | Recognize organizational patterns in texts (oral, print, and other media) to construct meaning and gather information |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

3.2.4 .   Information is on previous page(s)

3.2.4  d.   Begins to scan to locate information in oral, print, and other media texts

"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.

Scans:
- key words
- dates
- names
- numbers
- places
- phrases
- indices
- table of contents
- bibliographies
- captions
- schedules
- summaries
- prefaces
- math problems ...

## Use Strategies to Make Sense of Information

**Grade 6  Specific Outcome  3.2.4**

**Use organizational patterns in texts (oral, print, and other media) to construct meaning and gather information**

**Grade 7  Specific Outcome  3.2.4**

**Use strategies to understand and relate information in texts (oral, print, and other media)**

---

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 6 the student ...**

**By the end of Grade 7 the student ...**

3.2.4 d.  **Scans to gather information in oral, print, and other media texts**

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

Suggested activities:
- highlighting
- text coding
- post-it notes
- I spy
- treasure hunts
- fast forwarding ...

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.**

## 4  Specific Outcome  3.3.1

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

**General Example(s)**

Strategies may include:
- brainstorming
- discussing
- conferencing
- interviewing
- retelling/recalling
- sorting
- categorizing
- journaling
- comparing and contrasting
- connecting/linking
- planning
- charting
- self-assessing
- visualizing
- describing
- sequencing
- questioning
- mapping
- webbing
- clustering
- patterning
- graphing
- inquiring
- observing
- predicting
- processing (logs)
- summarizing
- interpreting
- reflecting
- note making
- comprehending
- classifying
- ranking
- focussing
- concluding ...

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)
Text Features (2.1.3)
Record Information (3.3.2)

## 5  Specific Outcome  3.3.1

**Organize information and ideas into categories using a variety of strategies**

**General Example(s)**

Strategies 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)

# 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)

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

| Grade 4  Specific Outcome  3.3.1 | Grade 5  Specific Outcome  3.3.1 |
|---|---|
| **Organize information and ideas in logical sequences using a variety of strategies** | **Organize information and ideas into categories using a variety of strategies** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**3.3.1  a.  Sequences information and ideas**

Suggested activities:
- story telling
- dramatizing
- journals
- illustrations, sketch-a-sequence frame
- cartoons
- picture books
- order of events
- beginning-middle-end
- timelines
- chains, cycles, webs
- maps, story maps, sequential maps
- expository writing ...

May say:
"Our flow chart shows what our problem with water pollution is. In the front we have listed what causes the pollution. The next set of arrows leads to boxes with our action plan. And the last set of boxes shows the effects that our solutions had. So, on this chart, we have the causes of water pollution and the effects of our solutions."

**3.3.1  a.  Uses graphic organizers with guidance**

 *Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones.

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

May say:
"We used our spreadsheet to generate this graph that shows the variety and the speakers of the languages of the Northwest Territories."

"We put our erosion experiment data onto a matrix. Along the top of the rows, we listed the kinds of rocks around here. On the side, we described our observations. Now we can look for patterns."

Northwest Territories Education, Culture and Employment

# Organize, Record, and Evaluate
---
## Organize Information

| Grade 6  Specific Outcome  3.3.1 | Grade 7  Specific Outcome  3.3.1 |
|---|---|
| **Organize information and ideas using a variety of strategies and techniques** | **Organize information and ideas using a variety of strategies and techniques** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

**By the end of Grade 6 the student ...**

3.3.1  a.  **Uses graphic organizers**

\*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones.

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

May say:
"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."

**By the end of Grade 7 the student ...**

3.3.1  a.  **Chooses and uses appropriate strategies and graphic organizers to format and organize information**

\*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones.

\*Keep in mind audience and purpose when matching the graphic organizer to the task.

\*See Specific Outcome for a list of strategies.

Graphic organizers may include:
- journals, logs, reflection logs
- picture maps, picture splashes, diagrams
- flow charts, cause-and-effect flow charts, comparison charts
- maps, sequence maps, character maps, mind maps, chapter maps
- lists, outlines, paragraphs
- Who-What-Where-When-Why-How (5 Ws + H)
- Before-During-After (BDA)
- continuum, timelines, story maps, plot diagrams, word maps
- Venn diagrams, chains, webs, cycles, sequence circles
- Know-Want to know-Predict-Learned (KWPL)
- Plus-Minus-Interesting (PMI)
- prediction frames, concept frames, clusters, pyramids
- slim jims, dancing boxes, process notes
- self-check tools, rubrics
- anticipation guides, matrices, spread sheets, I-search
- Graphic Organizers for: Decision Making, Problem Solving, Experiments ...

May say:
"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."

# 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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**Grade 4  Specific Outcome  3.3.1**

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

**Grade 5  Specific Outcome  3.3.1**

**Organize information and ideas into categories using a variety of strategies**

---

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

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

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

**3.3.1 b.  Uses graphic organizers with guidance**

*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones.

Graphic organizers may include:
- journals, learning logs, reflection logs
- pictographs, 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, word maps, sequence maps, character maps, mind maps
- lists, outlines, paragraphs
- charts, comparison charts, jot charts, clusters, pyramids
- Know-Want to know-Learned (KWL), Who-What-Where-When-Why-How (5 Ws + H)
- Before-During-After (BDA)
- think bubbles, think-alouds
- timelines
- Venn diagrams, chains, webs, cycles, sequence circles
- story maps, plot diagrams, word maps
- Know-Want to know-Predict-Learned (KWPL)
- Plus-Minus-Interesting (PMI)
- prediction frames, concept frames
- slim jims
- process notes
- information comic strips, information flip books
- bibliographies
- self-check tools, rubrics
- anticipation guides ...

May say:
"We used sticky notes when we tried to figure out the order of events that led to the creation of our two new Territories. Now we will use that and our drawings in a sketch-a-sequence frame to show how things have changed because of what happened."

**3.3.1 b.  Chooses appropriate graphic organizer for the task (audience and purpose), from a selection, and explains the choice**

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

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

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

**3.3.1 d.  Chooses appropriate strategies from a selection**

*See Specific Outcome for list of possible strategies.

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

# Organize, Record, and Evaluate
---

## Organize Information

| Grade 6  Specific Outcome  3.3.1 | Grade 7  Specific Outcome  3.3.1 |
|---|---|
| Organize information and ideas using a variety of strategies and techniques | Organize information and ideas using a variety of strategies and techniques |

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

**By the end of Grade 6 the student ...**

**3.3.1 b.  Chooses appropriate graphic organizer for the task (audience and purpose) from a selection, and explains choice**

May say:
"We used a flow chart to look at the causes of cultural change in our Territory. We started with the Aboriginal peoples and looked at what has caused their cultures to change over the last century. The flow chart let us record how sometimes one change led to another."

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

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

**3.3.1 d.  Chooses appropriate strategies from a selection**

*See Specific Outcome for list of possible strategies.

May say:
"We brainstormed all the possible solutions to our model airplane's crash. It might not fly because of the wing shape, the weight... We are going to change one thing on our model for each test run to fix our problem."

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

**By the end of Grade 7 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.

| Grade 4 Specific Outcome 3.3.1 | Grade 5 Specific Outcome 3.3.1 |
|---|---|
| Organize information and ideas in logical sequences using a variety of strategies | Organize information and ideas into categories using a variety of strategies |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**3.3.1 c.** **Chooses appropriate graphic organizer for the task (audience and purpose) from a selection, and explains the choice**

May say:
"I need to show the differences in traditional clothing from long ago and now. I decided to use a T-chart because I can make some picture notes on it, too."

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

May say:
"Our research was to figure out what would be the best material to use along the river bank to slow down the effects of erosion. We have come to the conclusion that cement would be more expensive than sand bags, but a better use of our money because it erodes less and will therefore last longer."

**3.3.1 e.** **Chooses appropriate strategies from a selection**

*See Specific Outcome for list of possible strategies.

May say:
"We have to write a conclusion for this experiment."

"In our report, we should rank the important information first and then give the other information. Our conclusion should be a reminder of what we thought was most important."

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

Northwest Territories Education, Culture and Employment

# Organize, Record, and Evaluate
---

## Organize Information

| Grade 6 Specific Outcome 3.3.1 | Grade 7 Specific Outcome 3.3.1 |
|---|---|
| Organize information and ideas using a variety of strategies and techniques | Organize information and ideas using a variety of strategies and techniques |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |
| 3.3.1 .  Information is on previous page(s) | 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.

## 4 Specific Outcome 3.3.2

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

**Specific Outcome Links**

Organize Information (3.3.1)

## 5 Specific Outcome 3.3.2

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

**Specific Outcome Links**

Organize Information (3.3.1)

## 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)

**General Outcome:**

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

---

**Grade 4 Specific Outcome 3.3.2**

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

**Grade 5 Specific Outcome 3.3.2**

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

---

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 4 the student ...

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

Note making strategies may include:
- webbing
- mapping
- coding
- charting
- paraphrasing
- outlining
- highlighting
- summarizing ...

See 3.3.1 for list of graphic organizers.

**3.3.2 b.** **Begins to select and use an appropriate method to record information**

**"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:
"Let's find out what different kinds of things people use to help them hear. Then we can do a survey and use a tally chart to see which of those things are used in our community."

See 3.3.1 for list of graphic organizers.

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 5 the student ...

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

Note making strategies may include:
- webbing
- mapping
- coding
- charting
- paraphrasing
- outlining
- highlighting
- summarizing
- clustering
- synthesizing ...

May say:
"I'm going to use a concept web to organize my information."

"I think a cause and effect flow chart would work for this project."

See 3.3.1 for list of graphic organizers.

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

See 3.3.1 for list of graphic organizers.

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

May say:
"What do we put in alphabetical order in our bibliography? Is it the author or the title or the url address?"

# Organize, Record, and Evaluate
---
## Record Information

| **Grade 6  Specific Outcome  3.3.2** | **Grade 7  Specific Outcome  3.3.2** |
|---|---|

**Grade 6  Specific Outcome  3.3.2**

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

**Grade 7  Specific Outcome  3.3.2**

**Record key ideas and details; cite sources appropriately**

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

**By the end of Grade 6 the student ...**

3.3.2 a.  **Selects and uses an appropriate method to record information**

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

See 3.3.1 for list of graphic organizers.

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

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

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

**By the end of Grade 7 the student ...**

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

May say:
"I used a magnet summary to record the key idea from each section in this video. Now I'll put them in a chart and add the supporting ideas and details so I can start looking at how I want to put the information together."

"When I knew I was going to get most of my information from these two 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."

See 3.3.1 for list of graphic organizers.

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.

| Grade 4 Specific Outcome 3.3.2 | Grade 5 Specific Outcome 3.3.2 |
|---|---|
| Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically | Record information in own words; cite authors and titles alphabetically and provide publication dates of sources |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**3.3.2 c.** Begins to cite references using authors names in alphabetical order, and titles

"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.

May say:
"What do we put in alphabetical order in our bibliography? Is it the author or the title or the url address?"

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

# Organize, Record, and Evaluate
---

## Record Information

| Grade 6  Specific Outcome  3.3.2 | Grade 7  Specific Outcome  3.3.2 |
|---|---|
| **Make notes on a topic, combining information from more than one source; reference sources appropriately** | **Record key ideas and details; cite sources appropriately** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

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

**"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.**

\*by:
- identifying key ideas
- deleting unimportant and/or repeated information
- recording supporting ideas and examples
- questioning contradictory information ...

Note making strategies may include:
- webbing
- mapping
- coding
- charting
- paraphrasing
- outlining
- highlighting
- summarizing
- clustering
- synthesizing
- skimming
- scanning ...

May say:
"I'm going to use an outline frame to organize my information. I am hoping that it'll help me with my organization. I find it hard to separate my ideas into paragraphs."

"In this magazine article the author tells us that we should not worry about the West Nile Virus here in the NWT, but on the Internet Newspaper, I read that the whole country is at risk. Who should we talk to to verify our information? Then we are going to use our notes to write a pamphlet for the Nursing Station."

See 3.3.1 for list of graphic organizers.

**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.**

## 4 Specific Outcome 3.3.3

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

## 5 Specific Outcome 3.3.3

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

**Specific Outcome Links**

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)

## 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)

# General Outcome:

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

| Grade 4  Specific Outcome  3.3.3 | Grade 5  Specific Outcome  3.3.3 |
|---|---|
| **Examine collected information to identify categories or aspects of a topic that need more information** | **Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**3.3.3 a.  Recognizes when more information is needed to complete an inquiry**

Suggested activities:
- conversations
- brainstorming sessions
- think-alouds
- sharing circles
- conferences
- Think-Pair-Share (TPS)
- compare and contrast
- interviews
- Who-What-Where-When-Why-How (5W's + How)
- I wonder...?
- did you know...?
- before and after
- then and now
- Know-Want to Know-What I Learned (KWL)
- Know-Want to Know-Learned +What will I do Next? (KWL+)
- response journals
- learning logs
- trash-treasure-and-save
- peer review
- inquiry or research checklist
- inquiry chart (I chart) ...

**3.3.3 a.  Determines relevance of information and ideas within sub-topics**

\*Keep in mind form, audience, and purpose when selecting information.

Suggested activities:
- conversations
- brainstorming sessions
- think-alouds
- webs
- sharing circles
- conferences
- Think-Pair-Share (TPS)
- compare and contrast
- interviews
- Who-What-Where-When-Why-How (5W's + How)
- I wonder...?
- did you know...?
- before and after
- then and now
- Know-Want to Know-What I Learned (KWL)
- Know-Want to Know-Learned +What will I do Next? (KWL+)
- response journals
- learning logs
- trash-treasure-and-save
- outlines
- pyramid

Determining relevant information and ideas may include:
- identifying the question/topic
- identifying sub-topics
- deleting unimportant information
- recording related ideas and examples
- developing guidelines to review information ...

Northwest Territories Education, Culture and Employment

# Organize, Record, and Evaluate
---
## Evaluate Information

| Grade 6 Specific Outcome 3.3.3 | Grade 7 Specific Outcome 3.3.3 |
|---|---|

**Grade 6 Specific Outcome 3.3.3**

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

**Grade 7 Specific Outcome 3.3.3**

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

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

By the end of Grade 6 the student ...

3.3.3 a. **Addresses information needed to complete an inquiry**

Suggested activities:
- conversations
- brainstorming sessions
- think-alouds
- sharing circles
- conferences
- Think-Pair-Share (TPS)
- compare and contrast
- interviews
- Who-What-Where-When-Why-How (5W's + How)
- I wonder...?
- did you know...?
- before and after
- then and now
- Know-Want to Know-What I Learned (KWL)
- Know-Want to Know-Learned +What will I do Next? (KWL+)
- response journals
- learning logs
- trash-treasure-and-save
- peer review
- inquiry or research checklist
- inquiry chart (I chart) ...

Determining information needs may include:
- suggesting solutions to gaps
- locating additional information
- planning further inquiry ...

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

By the end of Grade 7 the student ...

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

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

Determining relevant information and ideas may include:
- identifying the question/topic
- identifying sub-topics
- deleting unimportant information
- recording related ideas and examples
- developing guidelines to review information ...

May say:
"This part is really good. It lists the key ideas, and it was published just two years ago."

# General Outcome:

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

---

**Grade 4  Specific Outcome  3.3.3**

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

**Grade 5  Specific Outcome  3.3.3**

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

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

By the end of Grade 4 the student ...

**3.3.3 b.  Begins to determine relevance of information and ideas within sub-topics**

**"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.**

*Keep in mind audience and purpose when selecting information.

Suggested activities:
- conversations
- brainstorming sessions
- think-alouds
- webs
- sharing circles
- conferences
- Think-Pair-Share (TPS)
- compare and contrast
- interviews
- Who-What-Where-When-Why-How (5W's + How)
- I wonder...?
- did you know...?
- before and after
- then and now
- Know-Want to Know-What I Learned (KWL)
- Know-Want to Know-Learned +What will I do Next? (KWL+)
- response journals
- learning logs
- trash-treasure-and-save
- outlines
- pyramid

Determining relevant information and ideas may include:
- identifying the question/topic
- identifying sub-topics
- deleting unimportant information
- recording related ideas and examples ...

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

By the end of Grade 5 the student ...

**3.3.3 b.  Addresses information needed to complete an inquiry**

Suggested activities:
- conversations
- brainstorming sessions
- think-alouds
- sharing circles
- conferences
- Think-Pair-Share (TPS)
- compare and contrast
- interviews
- Who-What-Where-When-Why-How (5W's + How)
- I wonder...?
- did you know...?
- before and after
- then and now
- Know-Want to Know-What I Learned (KWL)
- Know-Want to Know-Learned +What will I do Next? (KWL+)
- response journals
- learning logs
- trash-treasure-and-save
- peer review
- inquiry or research checklist
- inquiry chart (I chart) ...

Determining information needs may include:
- suggesting solutions to gaps
- locating additional information
- planning further inquiry ...

May say:
"Do I have enough information to get my point across?"

---

# Organize, Record, and Evaluate
---

## Evaluate Information

| Grade 6  Specific Outcome  3.3.3 | Grade 7  Specific Outcome  3.3.3 |
|---|---|

**Grade 6  Specific Outcome  3.3.3**

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

**Grade 7  Specific Outcome  3.3.3**

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

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

By the end of Grade 6 the student ...

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

**"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.**

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

Determining relevant information and ideas may include:
- identifying the question/topic
- identifying sub-topics
- deleting unimportant information
- recording related ideas and examples
- developing guidelines to review information ...

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

By the end of Grade 7 the student ...

**3.3.3 b.  Identifies gaps in information**

Suggested activities:
- conversations
- brainstorming sessions
- think-alouds
- sharing circles
- conferences
- Think-Pair-Share (TPS)
- compare and contrast
- interviews
- Who-What-Where-When-Why-How (5W's + How)
- I wonder...?
- did you know...?
- before and after
- then and now
- Know-Want to Know-What I Learned (KWL)
- Know-Want to Know-Learned +What will I do Next? (KWL+)
- response journals
- learning logs
- trash-treasure-and-save
- peer review
- inquiry or research checklist
- inquiry chart (I chart) ...

May say:
"Let's look at our chart now. We have supporting details for all the ideas except for the one that caribou won't cross the actual pipeline. Let's talk to the guys at ENR... Maybe they can help us."

" I used this chart to organize my information and collected key ideas, supporting details, and examples for each subheading. Now I can see right away where I don't have enough information."

**General Outcome:**

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

| Grade 4 Specific Outcome 3.3.3 | Grade 5 Specific Outcome 3.3.3 |
|---|---|
| Examine collected information to identify categories or aspects of a topic that need more information | Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
| 3.3.3 . Information is on previous page(s) | 3.3.3 . Information is on previous page(s) |

## Evaluate Information

| Grade 6 Specific Outcome 3.3.3 | Grade 7 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 | Identify relevance, importance, and gaps in information within and across sources |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

3.3.3 .    Information is on previous page(s)

3.3.3 c.   **Suggests possible perspectives within sources of oral, print and other media texts**

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

**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.

| | |
|---|---|
| **4  Specific Outcome  3.3.4** | **5  Specific Outcome  3.3.4** |
| Review gathered information and questions, and add to knowledge gained from inquiry or research process | Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry |

Northwest Territories Education, Culture and Employment

# Organize, Record, and Evaluate
---
## Synthesize Information

### 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**

## General Outcome:

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

| | |
|---|---|
| **Grade 4  Specific Outcome  3.3.4**<br><br>**Review gathered information and questions, and add to knowledge gained from inquiry or research process** | **Grade 5  Specific Outcome  3.3.4**<br><br>**Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry** |

| | |
|---|---|
| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |

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

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

**3.3.4 a.**  **Continues to ask and answer questions about personal strengths and challenges related to the research or inquiry 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:
"We should have followed our plan because we did not meet our information needs after we went off and did our own thing. Next time we need to..."

**3.3.4 b.**  **Begins to integrate new ideas and information into personal understandings**

**"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.**

May say:
"I still think that Franklin was a great explorer, but he did make some poor decisions."

**3.3.4 a.**  **Integrates new ideas and information into personal understandings**

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

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

May say:
"I think..."

"Did you know...? "

"That must be why..."

Northwest Territories Education, Culture and Employment

# Organize, Record, and Evaluate
---
## Synthesize Information

| Grade 6  Specific Outcome  3.3.4 | Grade 7  Specific Outcome  3.3.4 |
|---|---|

**Grade 6 Specific Outcome 3.3.4**

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

**Grade 7 Specific Outcome 3.3.4**

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

---

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

By the end of Grade 6 the student ...

**3.3.4 a.  Integrates new ideas and information to develop point of view**

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

**3.3.4 b.  Substantiates conclusions drawn from new understandings**

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

**3.3.4 c.  Establishes goals for further 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:
"Next time I do a research project I think I should contribute more to the planning. I was frustrated this time because the project didn't go the way I wanted it to."

"We did really well collecting our information, but at the end we had too much and we couldn't agree on what to get rid of. Next time, we should have clearer criteria."

---

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

By the end of Grade 7 the student ...

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

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

**3.3.4 b.  Synthesizes information from a variety of sources to explain new understandings and/or point of view about inquiry topic**

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

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

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

# General Outcome:

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

---

| Grade 4  Specific Outcome  3.3.4 | Grade 5  Specific Outcome  3.3.4 |
|---|---|
| **Review gathered information and questions, and add to knowledge gained from inquiry or research process** | **Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry** |

---

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

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

3.3.4  c.  **Begins to draw conclusions based on new understandings**

**"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.**

May say:
"I think..."

"Did you know...?"

"That must be why..."

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

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

**"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.**

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:
"We should have followed our plan because we did not all contribute fairly after we went off and did our own thing. Next time we need to make sure..."

"I prefer doing the research with a partner so I can talk about what I'm learning"

"I don't understand it unless you show me and let me try it."

Northwest Territories Education, Culture and Employment

# Organize, Record, and Evaluate
---
## Synthesize Information

| Grade 6  Specific Outcome  3.3.4 | Grade 7  Specific Outcome  3.3.4 |
|---|---|
| Relate gathered information to prior knowledge to reach conclusions or develop points of view; set goals for further inquiry | Incorporate new information with prior knowledge, and identify next steps in inquiry |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

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

**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 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."
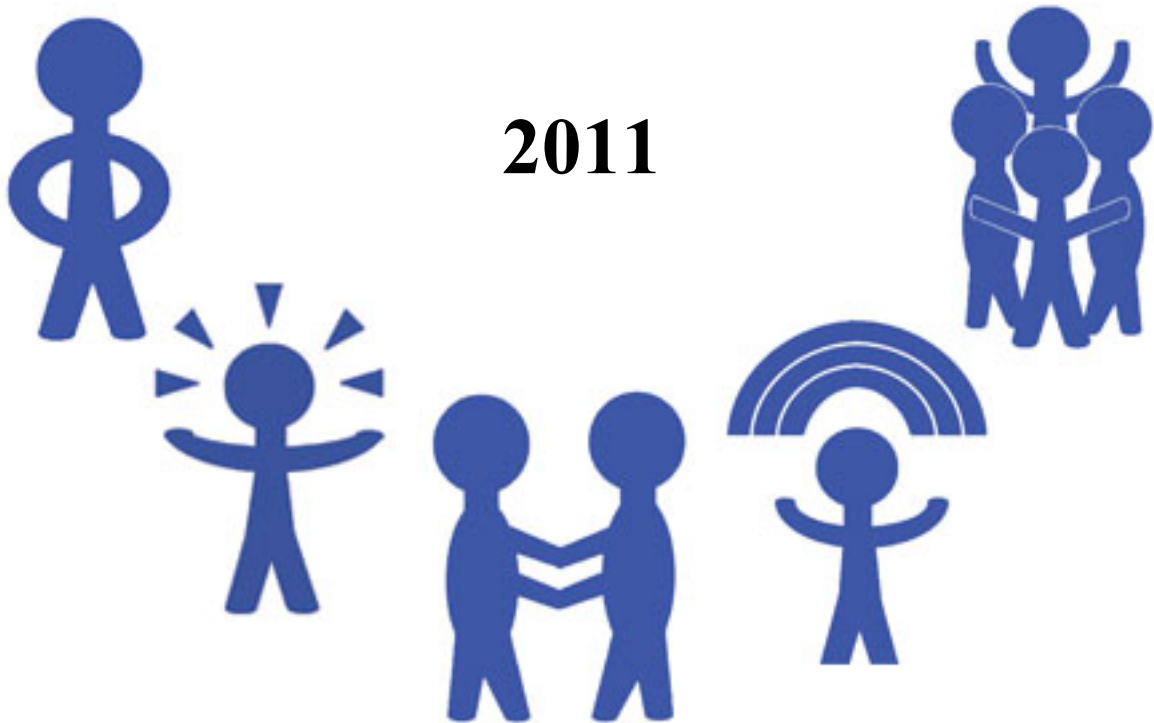
# NORTHWEST TERRITORIES

# GRADE 4 TO GRADE 7

# ENGLISH LANGUAGE ARTS

# CURRICULUM

# 2011

# GENERAL OUTCOME 4
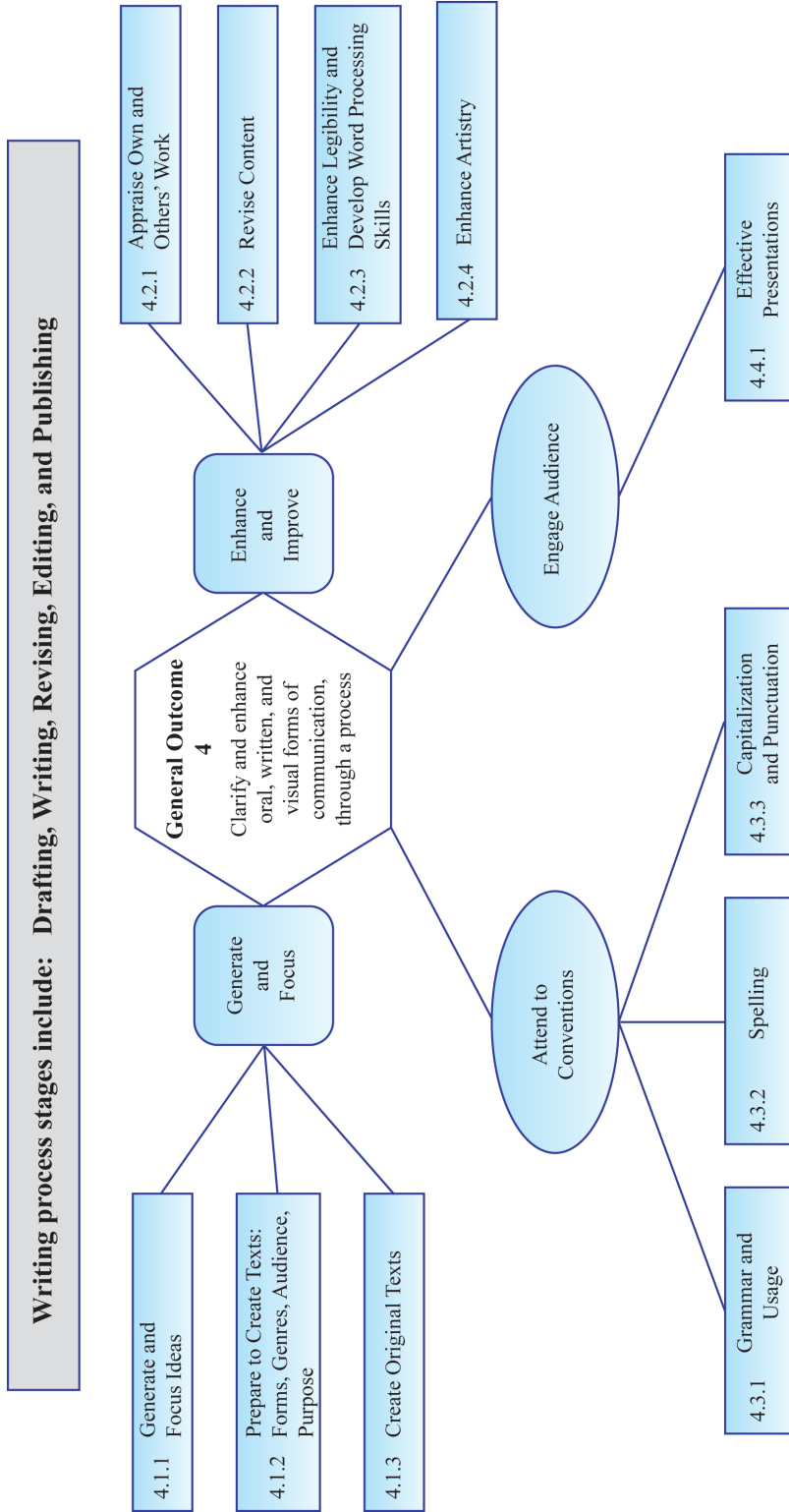
**General Outcome 4**

**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.

&ast;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.

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**Writing process stages include: Drafting, Writing, Revising, Editing, and Publishing**

### General Outcome 4

Clarify and enhance oral, written, and visual forms of communication, through a process

**Enhance and Improve**

- 4.2.1 Appraise Own and Others' Work
- 4.2.2 Revise Content
- 4.2.3 Enhance Legibility and Develop Word Processing Skills
- 4.2.4 Enhance Artistry

**Generate and Focus**

- 4.1.1 Generate and Focus Ideas
- 4.1.2 Prepare to Create Texts: Forms, Genres, Audience, Purpose
- 4.1.3 Create Original Texts

**Engage Audience**

- 4.4.1 Effective Presentations

**Attend to Conventions**

- 4.3.1 Grammar and Usage
- 4.3.2 Spelling
- 4.3.3 Capitalization and Punctuation

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.**

## 4  Specific Outcome  4.1.1

**Generate and focus ideas on 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
- retelling/recalling
- journaling
- comparing and contrasting
- connecting/linking
- planning, visualizing, organizing
- painting, sculpting
- dancing, singing
- illustrating
- writing
- exploring
- questioning
- viewing
- conferencing
- describing
- mapping, webbing, clustering
- interviewing
- inquiring, observing, predicting
- processing (logs)
- summarizing, interpreting, reflecting
- note making
- comprehending
- classifying, ranking, graphing
- focussing
- concluding
- mind mapping ...

**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)

## 5  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
- comparing and contrasting
- 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 ...

**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)

Northwest Territories Education, Culture and Employment

## 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
- 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)

**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.

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| Grade 4 Specific Outcome 4.1.1 | Grade 5 Specific Outcome 4.1.1 |
|---|---|
| **Generate and focus ideas on a topic using a variety of strategies** | **Generate ideas and develop a topic using a variety of strategies** |

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| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

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

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

4.1.1 a. **Begins to focus a topic by integrating multiple ideas from a variety of sources, for oral, print, and other media texts**

**"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.**

*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.

Suggested activities:
- conversations
- sharing circles
- centres
- book talks
- inquiries
- improvisations ...

May say:
"I got this part of my story from my conference with my partner. He was talking about what happened to his family when they went hunting and got lost. Then I added parts about being lost all alone because of the book Lost in the Barrens. So I kind of stole some ideas to make my story more exciting."

4.1.1 a. **Focuses a topic by integrating multiple ideas from a variety of sources, for oral, print, and other media texts**

*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.

Suggested activities:
- conversations
- sharing circles
- centres
- book talks
- inquiries
- improvisations ...

May say:
"Our Historica presentation will be about how our fathers, who work at airport, get the weather information. But to make it about our past, we are going to interview our grandfathers to find out how they figured out the weather before we had weather stations. That way we can have some experiments and some data along with some stories in our presentation."

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# Generate and Focus

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## Generate and Focus Ideas

| **Grade 6  Specific Outcome  4.1.1** | **Grade 7  Specific Outcome  4.1.1** |
|---|---|

**Grade 6  Specific Outcome  4.1.1**

**Generate ideas and develop a topic using a variety of strategies**

**Grade 7  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 6 the student ...**

**4.1.1 a.  Focuses a topic by integrating multiple ideas from a variety of sources, for oral, print, and other media texts**

*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.

Suggested activities:
- conversations
- sharing circles
- centres
- book talks
- inquiries
- improvisations ...

May say:
"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."

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

**By the end of Grade 7 the student ...**

**4.1.1 a.  Identifies 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.

Suggested activities:
- conversations
- sharing circles
- centres
- book talks
- inquiries
- improvisations ...

May say:
"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."

**4.1.1 b.  Chooses a focus from among ideas**

May say:
"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."

**4.1.1 c.  Relates ideas to develop a topic for oral, print, and other media texts**

May say:
"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."

**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.

## 4  Specific Outcome  4.1.2

**Prepare to create by exploring the connections between choice of forms, identified audience, and purpose; organize information and ideas**

*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)

## 5  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)

## Prepare to Create Texts:  Forms, Genres, Audience, Purpose

### 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)

# 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.**

| Grade 4  Specific Outcome  4.1.2 | Grade 5  Specific Outcome  4.1.2 |
|---|---|
| **Prepare to create by exploring the connections between choice of forms, identified audience, and purpose; organize information and ideas** | **Use appropriate form (organizational structure, audience, purpose) to organize ideas and information** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**4.1.2 a.** **Chooses and begins to experiment with forms appropriate for a variety of audiences and purposes, to create oral, print, and other media texts**

*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones.

*Keep in mind that audience and purpose determine form.

May say:
"This is a photo essay to submit to the Up Here magazine's annual photo contest. I want to do this because they have a great prize, but can you help me figure out if what I did is OK. A photo essay should kind of tell a story, right? Well, that's not what I did; instead I showed what happens to melting snow, just like in my science fair experiments."

**4.1.2 b.** **Identifies an audience and sets a purpose when creating oral, print, and other media texts, with guidance**

May say:
"We made a Powerpoint because we are taking it to the town council and people like to see what you are talking about."

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**4.1.2 a.** **Chooses and experiments with forms appropriate for a variety of audiences and purposes, to create oral, print, and other media texts**

*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones.

*Keep in mind that audience and purpose determine form.

May say:
"We prepared a survey last time we did a research project, but what we learned from the project was only written and handed in to the teacher. This time we are doing a Powerpoint presentation to show the town council what we found out about the recycling situation. But we are wondering if we can find a way to show our graphs in the Powerpoint."

**4.1.2 b.** **Identifies an audience and sets a purpose when creating oral, print, and other media texts, with guidance**

May say:
"If I am writing an election speech, I need to know who will be in the audience. Will I be talking to students or their parents?"

"This is a photo essay to submit to the Up Here magazine's annual photo contest."

## Prepare to Create Texts: Forms, Genres, Audience, Purpose

| **Grade 6 Specific Outcome 4.1.2** | **Grade 7 Specific Outcome 4.1.2** |
|---|---|
| Use appropriate form (organizational structure, audience, purpose) to organize ideas and information | Use appropriate form and genre to organize ideas and information for a particular audience and purpose |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**4.1.2 a.** Begins to adapt forms appropriate for a variety of audiences and purposes, to create oral, print, and other media texts

"**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.

*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones.

*Keep in mind that audience and purpose determine form.

May say:
"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."

**4.1.2 b.** Identifies an audience and sets a purpose when creating oral, print, and other media texts, with guidance

May say:
"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?"

**4.1.2 a.** Chooses among possible forms and genres when preparing to create oral, print and other media texts

*Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones.

*Keep in mind that audience and purpose determine form.

May say:
"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."

"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."

**4.1.2 b.** Identifies possible audience and sets a purpose 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 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?"

## 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  4.1.2**<br><br>**Prepare to create by exploring the connections between choice of forms, identified audience, and purpose; organize information and ideas** | **Grade 5  Specific Outcome  4.1.2**<br><br>**Use appropriate form (organizational structure, audience, purpose) to organize ideas and information** |

| | |
|---|---|
| **Learning Outcomes &<br>Corresponding Illustrative Example(s)** | **Learning Outcomes &<br>Corresponding Illustrative Example(s)** |

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

4.1.2  c.  **Begins to differentiate key ideas from supporting details when organizing ideas in oral, print, and other media texts**

**"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.**

*Organizational structures include:
- beginning-middle-end (sequence)
- logical order
- description (main idea and supporting details)
- compare and contrast
- cause and effect

*May use graphic organizers (visual displays of ideas and information). See 3.3.1 for a list of graphic organizers.

Suggested activities:
- conversations
- book talks, class books, predictable books
- think-pair-sketch
- class-created books
- shared writing
- journals
- paintings
- data collections
- picture splashes,  photo albums
- sentence strips, word cards
- poems, songs, chants
- pattern books, stories, rebus stories, cartoons
- directions, recipes
- story vines, story boards, sentence frames
- information pyramids, templates ...

May say:
"Our information was all over the place, so we broke it into all of these categories. Then when we looked at them, it was kind of like the steps in a recipe or in a story."

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

4.1.2  c.  **Organizes supporting details, according to sequence, categories, or key ideas, when representing an idea or a story**

*Organizational structures include:
- beginning-middle-end (sequence)
- logical order
- description (main idea and supporting details)
- compare and contrast
- cause and effect

*May use graphic organizers (visual displays of ideas and information). See 3.3.1 for a list of graphic organizers.

Suggested activities:
- conversations
- book talks, class books, predictable books
- think-pair-sketch
- class-created books
- shared writing, journals
- paintings
- data collections
- picture splashes,  photo albums
- sentence strips, word cards
- poems, songs, chants
- pattern books, stories, rebus stories, cartoons
- directions, recipes
- timelines, life cycles
- story vines, story boards, sentence frames
- information pyramids, templates ..

May say:
"When we hand in our project, we are supposed to include an outline and the report we wrote with it."

See:
Combine Ideas and Develop Understanding (1.2.1)
Text Features (2.1.3)
Organize Information (3.3.1)
Create Original Texts (4.1.3)

Northwest Territories Education, Culture and Employment

# Generate and Focus
---

## Prepare to Create Texts:  Forms, Genres, Audience, Purpose

| | |
|---|---|
| **Grade 6  Specific Outcome  4.1.2** | **Grade 7  Specific Outcome  4.1.2** |
| **Use appropriate form (organizational structure, audience, purpose) to organize ideas and information** | **Use appropriate form and genre to organize ideas and information for a particular audience and purpose** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**4.1.2  c.  Applies understanding of organizational structures when creating a variety of oral, print, and other media texts**

*Organizational structures include:
- beginning-middle-end (sequence)
- logical order
- description (main idea and supporting details)
- compare and contrast
- cause and effect

*May use graphic organizers (visual displays of ideas and information). See 3.3.1 for a list of graphic organizers.

Suggested activities:
- conversations
- book talks, class books, predictable books
- think-pair-sketch
- class-created books
- shared writing, journals
- paintings
- data collections
- picture splashes,  photo albums
- sentence strips, word cards
- poems, songs, chants
- pattern books, stories, rebus stories, cartoons
- directions, recipes
- timelines, life cycles
- story vines, story boards, sentence frames
- information pyramids, templates ..

May say:
"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."

See:
Combine Ideas and Develop Understanding (1.2.1)
Text Features (2.1.3)
Organize Information (3.3.1)
Create Original Texts (4.1.3)

**4.1.2  c.  Identifies organizational structures needed to create oral, print, and other media texts**

*May use graphic organizers (visual displays of ideas and information). See 3.3.1 for a list of graphic organizers.

Suggested activities:
- conversations
- book talks, class books, predictable books
- think-pair-sketch
- class-created books
- shared writing, journals
- making wordless picture books
- paintings
- data collections
- picture splashes,  photo albums
- sentence strips, word cards
- poems, songs, chants
- pattern books, stories, rebus stories, cartoons
- directions, recipes
- timelines, life cycles
- story vines, story boards, sentence frames
- information pyramids, templates ..

May say:
"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."

"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."

"This story has no resolution - you need to tie up the loose ends and make sure that the audience is satisfied."

See:
Combine Ideas and Develop Understanding (1.2.1)
Text Features (2.1.3)
Organize Information (3.3.1)
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.**

| **Grade 4 Specific Outcome 4.1.2** | **Grade 5 Specific Outcome 4.1.2** |
|---|---|
| **Prepare to create by exploring the connections between choice of forms, identified audience, and purpose; organize information and ideas** | **Use appropriate form (organizational structure, audience, purpose) to organize ideas and information** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**4.1.2 d.** **Begins to organize and reorganize same ideas and information in a variety of forms and genres of texts (oral, print and other media), with guidance**

**"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.

*Guided practice may be required for newly introduced forms and genres; individual or group independence may be expected with familiar ones.

Using a thematic study of polar bears, for example:
- one group creates a poster
- another creates a diorama of the habitat
- another does a dramatization
- another writes a story
- another writes a poem ...

May say:
"One group could do up the report and another group could turn it into a radio interview."

"We used your story to create a game and the other group used it to create a play."

**4.1.2 e.** **Organizes ideas into paragraphs, with guidance**

May use specific graphic organizers that support paragraphing (main idea, supporting detail).

See 3.3.1 for a list of graphic organizers.

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**4.1.2 d.** **Organizes and reorganizes the same information and ideas in a variety of forms and genres of texts (oral, print and other media), with guidance**

*Guided practice may be required for newly introduced forms and genres; individual or group independence may be expected with familiar ones.

May say:
"We know that reports are easier to understand if the information is not in one big paragraph, so we have ours in sections with titles, and pictures with captions underneath them."

**4.1.2 e.** **Begins to develop topic, concluding, and supporting sentences in paragraphs**

**"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.

May use specific graphic organizers that support paragraphing (main idea, supporting detail).

See 3.3.1 for a list of graphic organizers.

Northwest Territories Education, Culture and Employment

## Prepare to Create Texts:  Forms, Genres, Audience, Purpose

| | |
|---|---|
| **Grade 6  Specific Outcome  4.1.2** | **Grade 7  Specific Outcome  4.1.2** |
| **Use appropriate form (organizational structure, audience, purpose) to organize ideas and information** | **Use appropriate form and genre to organize ideas and information for a particular audience and purpose** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**4.1.2 d.  Organizes and reorganizes the same information and ideas in a variety of forms and genres of texts (oral, print and other media)**

*Guided practice may be required for newly introduced forms and genres; individual or group independence may be expected with familiar ones.

May say:
"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."

**4.1.2 e.  Develops topic, concluding, and supporting sentences in paragraphs**

May use specific graphic organizers that support paragraphing (main idea, supporting detail).

See 3.3.1 for a list of graphic organizers.

**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:
"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."

**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.

## 4 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)

## 5 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)

## 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)

# 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.**

| Grade 4 Specific Outcome 4.1.3 | Grade 5 Specific Outcome 4.1.3 |
|---|---|
| **Create original texts (oral, print, and other media)** | **Create original texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

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 ...)
- 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 ...

See Elements of Texts (2.3.2)

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 ...

See Elements of Texts (2.3.2)

Northwest Territories Education, Culture and Employment

# Generate and Focus

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## Create Original Texts

| Grade 6  Specific Outcome  4.1.3 | Grade 7  Specific Outcome  4.1.3 |
|---|---|
| **Create original texts (oral, print, and other media)** | **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 6 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 ...

See Elements of Texts (2.3.2)

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

**By the end of Grade 7 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 ...

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.**

| Grade 4  Specific Outcome  4.1.3 | Grade 5  Specific Outcome  4.1.3 |
|---|---|
| **Create original texts (oral, print, and other media)** | **Create original texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

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 four include:
- beginning-middle-end
- cause and effect (problem and solution)
- characters (main and minor)
- setting (time and place)

*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

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 five include:
- beginning-middle-end
- rising action or events
- cause and effect (problem and solution)
- characters (main and minor)
- setting (time and place)

*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

# Generate and Focus
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## Create Original Texts

| Grade 6  Specific Outcome  4.1.3 | Grade 7  Specific Outcome  4.1.3 |
|---|---|

**Grade 6  Specific Outcome  4.1.3**

**Create original texts (oral, print, and other media)**

**Grade 7  Specific Outcome  4.1.3**

**Demonstrate understanding of elements of texts when creating oral, print, and other media texts**

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**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 6 the student ...

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 7 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 six include:
- beginning-middle-end
- rising action or events
- 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)

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 seven 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)

# 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.**

| Grade 4  Specific Outcome  4.1.3 | Grade 5  Specific Outcome  4.1.3 |
|---|---|
| **Create original texts (oral, print, and other media)** | **Create original texts (oral, print, and other media)** |

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

| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |
|---|---|

**4.1.3 c.  Creates original expository texts (oral, print, and other media), applying familiar expository form**

*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 ...)
- charts
- 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
- 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 ...) ...

**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 ...)
- charts
- 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
- 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 ...) ...

Northwest Territories Education, Culture and Employment

# Create Original Texts

| Grade 6 Specific Outcome 4.1.3 | Grade 7 Specific Outcome 4.1.3 |
|---|---|
| **Create original texts (oral, print, and other media)** | **Demonstrate understanding of elements of texts when creating oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 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 ...) ...

**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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  4.1.3** | **Grade 5  Specific Outcome  4.1.3** |
| **Create original texts (oral, print, and other media)** | **Create original texts (oral, print, and other media)** |

| | |
|---|---|
| **Learning Outcomes &** **Corresponding Illustrative Example(s)** | **Learning Outcomes &** **Corresponding Illustrative Example(s)** |
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**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 four include:
- title
- content (topic and related information and details, related vocabulary)
- logical organization (sequential, categorical, descriptive, comparison-contrast)
- graphics (charts, maps, diagrams)
- publication information

*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

**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 five include:
- title
- content (topic and related information and details, related vocabulary, conclusion)
- logical organization (sequential, categorical, descriptive, comparison-contrast, problem-solution)
- graphics (charts, maps, diagrams, captions)
- illustrations
- publication information

*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

Northwest Territories Education, Culture and Employment

# Generate and Focus
---
## Create Original Texts

| Grade 6 Specific Outcome 4.1.3 | Grade 7 Specific Outcome 4.1.3 |
|---|---|
| **Create original texts (oral, print, and other media)** | **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 6 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 six include:
- title
- headings
- 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
- publication information
- conclusion

*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

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

**By the end of Grade 7 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 seven 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)

## 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.**

| Grade 4 Specific Outcome 4.1.3 | Grade 5 Specific Outcome 4.1.3 |
|---|---|
| **Create original texts (oral, print, and other media)** | **Create original texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**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:
- pictures
- visual representations
- tongue twisters
- list poems
- modeled patterns
- modeled songs
- chants
- rhymes
- jingles
- sensory poems
- comparisons (similes)
- alphabet poems, acrostic poems
- onomatopoeia
- shape/concrete poems
- couplets
- readers' theatre
- diamantes
- spoonerisms
- free verse ...

**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:
- pictures
- visual representations
- tongue twisters
- list poems
- modeled patterns
- modeled songs
- chants
- rhymes
- jingles
- sensory poems
- comparisons (similes)
- alphabet poems, acrostic poems
- onomatopoeia
- shape/concrete poems
- couplets
- readers' theatre
- diamantes
- spoonerisms
- free verse
- puns
- epitaphs ...

Northwest Territories Education, Culture and Employment

# Generate and Focus
---
## Create Original Texts

| Grade 6  Specific Outcome  4.1.3 | Grade 7  Specific Outcome  4.1.3 |
|---|---|
| **Create original texts (oral, print, and other media)** | **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 6 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:
- visual representations
- comparisons (similes)
- couplets
- readers' theatre
- diamantes
- spoonerisms
- free verse
- puns
- epitaphs
- lyrics ...

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

**By the end of Grade 7 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:
- visual representations
- comparisons (similes)
- readers' theatre
- diamantes
- spoonerisms
- free verse
- puns
- epitaphs
- lyrics
- limericks
- haiku ...

## 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  4.1.3** | **Grade 5  Specific Outcome  4.1.3** |
| **Create original texts (oral, print, and other media)** | **Create original texts (oral, print, and other media)** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**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 four include:
- description (senses)
- rhyme
- repetition
- similes
- onomatopoeia (sounds)
- alliteration
- line breaks
- white space

*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)

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**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 five include:
- description (senses)
- rhyme
- repetition
- similes
- onomatopoeia (sounds)
- alliteration
- line breaks
- white space

*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)

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# Generate and Focus
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## Create Original Texts

| Grade 6  Specific Outcome  4.1.3 | Grade 7  Specific Outcome  4.1.3 |
|---|---|
| **Create original texts (oral, print, and other media)** | **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 6 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 six include:
- description (senses)
- rhyme
- repetition
- similes
- alliteration
- line breaks
- white space

*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)

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

**By the end of Grade 7 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 seven 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.**

| | |
|---|---|
| **4  Specific Outcome  4.2.1** | **5  Specific Outcome  4.2.1** |

**Participate in developing the criteria for focussed 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)

---

**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)

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# 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)

# 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.**

---

## Grade 4  Specific Outcome  4.2.1

**Participate in developing the criteria for focussed conversations about own and others' texts and representations (oral, print, and other media)**

## Grade 5  Specific Outcome  4.2.1

**Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)**

---

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

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

4.2.1 a. **Participates in development of criteria to respond to own and others' draft texts and representations**

*The <u>criteria</u> to guide the <u>focussed conversations</u> 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) ...

<u>Content</u> may say:
"We are supposed to tell what we think and then prove it with some information from our research. So why don't we have something about opinion and proof in our rubric?"

<u>Techniques and Elements</u> may say:
"If we prove our thoughts or opinions with stuff from our research, then we have to say where we got it from. That has to be on the rubric, too."

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

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

4.2.1 a. **Participates in development of criteria to respond to own and others' draft texts and representations**

*The <u>criteria</u> to guide the <u>focussed conversations</u> 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) ...

<u>Content</u> may say:
"We are supposed to tell what we think and then prove it with some information from our research. What should we put on our rubric?"

<u>Techniques and Elements</u> may say:
"If we have to have more than one opinion, then I think we will have to have more than one source as our references."

# Enhance and Improve
---
## Appraise Own and Others' Work

| | |
|---|---|
| **Grade 6 Specific Outcome 4.2.1** | **Grade 7 Specific Outcome 4.2.1** |
| **Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)** | **Use criteria to focus conversations about own and others' texts and representations (oral, print, and other media)** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**4.2.1 a. Participates in development of criteria to respond to own and others' draft texts and representations**

\*The <u>criteria</u> to guide the <u>focussed conversations</u> 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) ...

<u>Content</u> may say:
"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."

<u>Techniques and Elements</u> may say:
"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."

"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."

**4.2.1 a. Participates in development of criteria for a variety of texts and representations**

\*The <u>criteria</u> to guide the <u>focussed conversations</u> 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:
"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."

"Poems need to have a clear message - let's pick some good ones to use as examples."

## 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  4.2.1** | **Grade 5  Specific Outcome  4.2.1** |
| **Participate in developing the criteria for focussed conversations about own and others' texts and representations (oral, print, and other media)** | **Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)** |

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

| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |
|---|---|
| **4.2.1  b.  Uses criteria when suggesting revisions to own and others' draft texts and representations** | **4.2.1  b.  Uses criteria when suggesting revisions to own and others' draft texts and representations** |
| *The <u>criteria</u> to guide the <u>focussed conversations</u> is based on Techniques, Elements and/or Content. | *The <u>criteria</u> to guide the <u>focussed conversations</u> 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. | *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:<br>- conversations<br>- peer and teacher conferences<br>- writing process<br>- sharing circle<br>- author's chair<br>- small group conferencing<br>- Think-Pair-Share (TPS)<br>- self-reflection activities ... | Suggested activities:<br>- conversations<br>- peer and teacher conferences<br>- writing process<br>- sharing circle<br>- author's chair<br>- small group conferencing<br>- Think-Pair-Share (TPS)<br>- self-reflection activities ... |
| <u>Content</u> may say:<br>"Your topic sentence is clear, but you don't have enough details. The rubric says you have to have enough information to explain your idea." | <u>Content</u> may say:<br>"I don't really get a picture of the spooky house at the beginning of your story. Maybe you could add some more description." |
| <u>Techniques and Elements</u> may say:<br>"This is a good picture, but remember that you have to cite your source and tell where you got it." | <u>Techniques and Elements</u> may say:<br>"I left lots of white space around the lines of my poem to help show how it feels to be alone." |

Northwest Territories Education, Culture and Employment

# Enhance and Improve
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## Appraise Own and Others' Work

| | |
|---|---|
| **Grade 6  Specific Outcome  4.2.1** | **Grade 7  Specific Outcome  4.2.1** |
| **Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)** | **Use criteria to focus conversations about own and others' texts and representations (oral, print, and other media)** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**4.2.1 b.** **Uses criteria when suggesting revisions to own and others' draft texts and representations**

*The <u>criteria</u> to guide the <u>focussed conversations</u> 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 ...

<u>Content</u> may say:
"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."

<u>Techniques and Elements</u> may say:
"Some of the Kindergarten kids can't read yet, so be sure to include lots of pictures, too."

**4.2.1 b.** **Uses criteria when suggesting revisions for own and others' draft texts and representations**

*The <u>criteria</u> to guide the <u>focussed conversations</u> 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 ...

<u>Content</u> may say:
"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 his brother, that would be clearer to the reader. The criteria for good character says that it has to be developed, not just told."

<u>Techniques and Elements</u> may say:
"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."

**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.**

| Grade 4  Specific Outcome  4.2.1 | Grade 5  Specific Outcome  4.2.1 |
|---|---|
| **Participate in developing the criteria for focussed conversations about own and others' texts and representations (oral, print, and other media)** | **Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**4.2.1  c.  Uses criteria when asking for feedback about own and others' draft texts and representations**

\*The <u>criteria</u> to guide the <u>focussed conversations</u> 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 ...

<u>Content</u> may say:
"Do you think the problem in my story is clear enough? I tried to use 'show, not tell'."

<u>Techniques and Elements</u> may say:
"Do you think the squiggly printing in my poem helps you see the way the wind is blowing?"

**4.2.1  c.  Uses criteria when asking for feedback about own and others' draft texts and representations**

\*The <u>criteria</u> to guide the <u>focussed conversations</u> 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 ...

<u>Content</u> may say:
"Do you think I gave enough examples of ways to show respect to Elders?"

<u>Techniques and Elements</u> may say:
"Can you understand this part of my recipe, or should I add some pictures?"

Northwest Territories Education, Culture and Employment

## Appraise Own and Others' Work

| Grade 6  Specific Outcome  4.2.1 | Grade 7  Specific Outcome  4.2.1 |
|---|---|
| **Use pre-established criteria to focus conversations about own and others' texts and representations (oral, print, and other media)** | **Use criteria to focus conversations about own and others' texts and representations (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

**By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...**

**4.2.1 c.  Uses criteria when asking for feedback about 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 was really happy and really jealous at the same time when my new brother came home. Is that clear from my poem?"

Techniques and Elements may say:
"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? "

**4.2.1 c.  Uses 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:
"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?"

Techniques and Elements may say:
"Do you think I should do a Powerpoint or a short video for my pen pal?"

**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.**

## 4  Specific Outcome  4.2.2

**Clarify and extend ideas, and revise organization to match intended purpose**

*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)

## 5  Specific Outcome  4.2.2

**Revise ideas and organization to match intended purpose and 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)

Northwest Territories Education, Culture and Employment

# Enhance and Improve
---
## Revise Content

## 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)

## 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.**

---

| | |
|---|---|
| **Grade 4  Specific Outcome  4.2.2** | **Grade 5  Specific Outcome  4.2.2** |
| **Clarify and extend ideas, and revise organization to match intended purpose** | **Revise ideas and organization to match intended purpose and audience** |

---

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

By the end of Grade 4 the student ...

**4.2.2 a.  Clarifies and extends ideas by incorporating one or two supporting details**

*This learning outcome is evident through the revision processes identified in 4.2.2 b and c.

See:
Word Choice and Artistry of Texts (2.3.3)
Enhance Artistry (4.2.4)

**4.2.2 b.  Revises content to meet pre-established criteria using a <u>personal revision process</u>**

Examples may include:
- adding some details
- adding some information
- adjusting sequence or organization
- "showing" rather than "telling"
- deleting some details
- deleting some information
- incorporating one or two supporting details

Suggested activities:
- conversations
- class discussions
- mini-lessons
- peer and teacher conferences
- writing process
- sharing circles
- small group conferencing
- Think-Pair-Share (TPS) ...

May say:
"When I read this out loud, I got all mixed up. So, I cut up the sentences and tried to redo my order. Now it seems to make more sense."

See Appraise Own and Others' Work (4.2.1)

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

By the end of Grade 5 the student ...

**4.2.2 a.  Clarifies and extends ideas to engage intended audience**

May say:
"I'm going to give lots of examples of how we can play together using the equipment. That will help convince the primary teachers that we can have our recess with the little kids."

See:
Word Choice and Artistry of Texts (2.3.3)
Enhance Artistry (4.2.4)

**4.2.2 b.  Experiments with the sequence or organization of ideas and information to meet intended purposes**

Suggested activities:
- class discussion
- play centres
- work tasks
- peer and teacher conferences
- writing process ...

May say:
"My story doesn't have an ending because I want to write another chapter to it."

See:
Text Features (2.1.3)
Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

# Enhance and Improve
---
## Revise Content

| Grade 6  Specific Outcome  4.2.2 | Grade 7  Specific Outcome  4.2.2 |
|---|---|
| **Revise ideas and organization to match purpose and engage the audience** | **Revise ideas and organizational structures to meet criteria** |

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

**By the end of Grade 6 the student ...**

4.2.2  a.  **Clarifies and extends ideas by incorporating supporting details**

See:
Word Choice and Artistry of Texts (2.3.3)
Enhance Artistry (4.2.4)

4.2.2  b.  **Chooses most effective sequence or organization of ideas and information to meet intended purposes and engage audience**

May say:
"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."

See:
Text Features (2.1.3)
Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

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

**By the end of Grade 7 the student ...**

4.2.2  a.  **Selects 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:
"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."

"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."

4.2.2  b.  **Examines effect of revisions**

May say:
"I rewrote the examples in my letter to the editor to make them more specific, and I think they make my point better."

"Putting the date, time, and cost at the bottom of the poster rather than in the middle makes it easier 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  4.2.2** | **Grade 5  Specific Outcome  4.2.2** |
| **Clarify and extend ideas, and revise organization to match intended purpose** | **Revise ideas and organization to match intended purpose and audience** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**4.2.2 c.** Revises content to meet pre-established criteria using feedback from conferencing with others, with guidance

Examples may include:
- adding some details
- adding some information
- adjusting sequence or organization
- "showing" rather than "telling"
- deleting some details
- deleting some information
- incorporating one or two supporting details

Suggested activities:
- conversations
- class discussions
- mini-lessons
- peer and teacher conferences
- writing process
- sharing circles
- small group conferencing
- Think-Pair-Share (TPS) ...

May say:
"When I read this out loud, I got all mixed up. So, I cut the sentences and tried to redo my order. Now it seems to make more sense. Can somebody check it with me?"

"My partner helped me find some facts on the Internet, so now I am trying to use a couple of them in my presentation."

See:
Appraise Own and Others' Work (4.2.1)
Work in Groups (5.1.1)
Use Language to Show Respect (5.1.2)

**4.2.2 c.** Revises content to meet pre-established criteria using a <u>personal revision process</u>

Examples may include:
- adding some details
- adding some information
- adjusting sequence or organization
- "showing" rather than "telling"
- deleting some details
- deleting some information
- incorporating one or two supporting details
- engaging the intended audience
- meeting the intended purpose

Suggested activities:
- conversations
- class discussions
- mini-lessons
- peer and teacher conferences
- writing process
- sharing circles
- small group conferencing
- Think-Pair-Share (TPS) ...

May say:
"I tried to use some gross information to keep the boys in the class interested. Last time they laughed so much I got frustrated."

See Appraise Own and Others' Work (4.2.1)

# Enhance and Improve
---
## Revise Content

**Grade 6  Specific Outcome  4.2.2**

**Revise ideas and organization to match purpose and engage the audience**

**Grade 7  Specific Outcome  4.2.2**

**Revise ideas and organizational structures to meet criteria**

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

By the end of Grade 6 the student ...

**4.2.2 c.  Revises content to meet pre-established criteria using a <u>personal revision process</u>**

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

Suggested activities:
- conversations
- class discussions
- mini-lessons
- peer and teacher conferences
- writing process
- sharing circles
- small group conferencing
- Think-Pair-Share (TPS) ...

May say:
"I have so much information, I don't know what do keep and what to ignore. How do I decide?"

See Appraise Own and Others' Work (4.2.1)

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

By the end of Grade 7 the student ...

**4.2.2 c.  Compares revised text to criteria and repeats a <u>personal revision process</u> 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 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."

# 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.**

---

| Grade 4  Specific Outcome  4.2.2 | Grade 5  Specific Outcome  4.2.2 |
|---|---|
| **Clarify and extend ideas, and revise organization to match intended purpose** | **Revise ideas and organization to match intended purpose and audience** |

---

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

By the end of Grade 4 the student ...

**4.2.2  d.  Begins to experiment with the sequence or organization of ideas and information to match intended purposes**

**"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.**

Suggested activities:
- class discussion
- play centres
- work tasks
- peer and teacher conferences
- writing process ...

May say:
"I chose not to write a real beginning to my story because I want it to be like those movies where somebody goes back in time in a photo album or something."

See:
Text Features (2.1.3)
Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

---

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

By the end of Grade 5 the student ...

**4.2.2  d.  Revises content to meet pre-established criteria using feedback from conferencing with others, with guidance**

Examples may include:
- adding some details
- adding some information
- adjusting sequence or organization
- "showing" rather than "telling"
- deleting some details
- deleting some information
- incorporating one or two supporting details
- engaging the intended audience
- meeting the intended purpose

Suggested activities:
- conversations
- class discussions
- mini-lessons
- peer and teacher conferences
- writing process
- sharing circles
- small group conferencing
- Think-Pair-Share (TPS) ...

May say:
"My revision partner and I worked cutting out some of my information because I wasn't getting to the point. He said that a letter of complaint to the newspaper had to be shorter. He said I had way too much information, so it wasn't clear because of that."

See:
Appraise Own and Others' Work (4.2.1)
Work in Groups (5.1.1)
Use Language to Show Respect (5.1.2)

---

Northwest Territories Education, Culture and Employment

# Enhance and Improve
---
## Revise Content

| Grade 6 Specific Outcome 4.2.2 | Grade 7 Specific Outcome 4.2.2 |
|---|---|
| **Revise ideas and organization to match purpose and engage the audience** | **Revise ideas and organizational structures to meet criteria** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

**4.2.2 d.  Revises content to meet pre-established criteria using feedback from conferencing with others, with guidance**

Examples may include:
- adding some details
- adding some information
- adjusting sequence or organization
- "showing" rather than "telling"
- deleting some details
- deleting some information
- incorporating one or two supporting details
- engaging the intended audience
- meeting the intended purpose
- incorporating supporting details

Suggested activities:
- conversations
- class discussions
- mini-lessons
- peer and teacher conferences
- writing process
- sharing circles
- small group conferencing
- Think-Pair-Share (TPS) ...

May say:
"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?"

See:
Appraise Own and Others' Work (4.2.1)
Work in Groups (5.1.1)
Use Language to Show Respect (5.1.2)

**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.

| | |
|---|---|
| **4  Specific Outcome  4.2.3** | **5  Specific Outcome  4.2.3** |
| **Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; use related vocabulary** | **Write legibly and fluently 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. | *It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences. |
| **Specific Outcome Links** | **Specific Outcome Links** |
| Access Information (3.2.3) | Access Information (3.2.3) |
| Create Original Texts (4.1.3) | Create Original Texts (4.1.3) |
| Spelling (4.3.2) | Spelling (4.3.2) |
| Effective Presentations (4.4.1) | Effective Presentations (4.4.1) |

Northwest Territories Education, Culture and Employment

## Enhance Legibility and Develop Word Processing Skills

# 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)

# 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.

| | |
|---|---|
| **Grade 4  Specific Outcome  4.2.3** | **Grade 5  Specific Outcome  4.2.3** |
| **Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; use related vocabulary** | **Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; use related vocabulary** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**4.2.3 a.  Uses handwriting regularly, improving legibility and fluency**

*Legibility refers to:
- shape
- slant
- spacing

*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.

*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.

**4.2.3 b.  Uses word boundaries (spacing) consistently, on a page and on an electronic screen**

*applicable where technology is available

**4.2.3 a.  Writes legibly and fluently**

*Legibility refers to
- shape
- slant
- spacing

*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.

*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.

Northwest Territories Education, Culture and Employment

## Enhance Legibility and Develop Word Processing Skills

**Grade 6  Specific Outcome  4.2.3**

**Write legibly, fluently, and efficiently while continuing to develop proficiency with keyboarding and word processing; use related vocabulary**

**Grade 7  Specific Outcome  4.2.3**

**Develop fluency and proficiency with keyboarding and word processing**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 6 the student ...

By the end of Grade 7 the student ...

4.2.3  a.  **Writes legibly, fluently, and efficiently**

*Legibility refers to:
- shape
- slant
- spacing

*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.

*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.

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 <u>not</u> increased.

Typical in grade seven:
- 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.**

| Grade 4  Specific Outcome  4.2.3 | Grade 5  Specific Outcome  4.2.3 |
|---|---|
| **Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; use related vocabulary** | **Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; use related vocabulary** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**4.2.3  c.**  **Begins to develop proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts**

**"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.**

\*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 <u>not</u> increased.

Typical in grade four:
- 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**
- **varies type size**

**4.2.3  d.**  **Develops an expanding repertoire of vocabulary associated with keyboarding and word processing**

\*applicable where technology is available

**4.2.3  b.**  **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 <u>not</u> increased.

Typical in grade five:
- 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
- varies type size
- **uses templates**
- **uses formatting tools (tab, margins)**
- **develops accuracy**
- **increases speed**

**4.2.3  c.**  **Develops an expanding repertoire of vocabulary associated with keyboarding and word processing**

\*applicable where technology is available

## Enhance Legibility and Develop Word Processing Skills

| | |
|---|---|
| **Grade 6  Specific Outcome  4.2.3** | **Grade 7  Specific Outcome  4.2.3** |
| **Write legibly, fluently, and efficiently while continuing to develop proficiency with keyboarding and word processing; use related vocabulary** | **Develop fluency and proficiency with keyboarding and word processing** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

4.2.3 b.  **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 <u>not</u> increased.

Typical in grade six:
- 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
- varies 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**

4.2.3 c.  **Develops an expanding repertoire of vocabulary associated with keyboarding and word processing**

*applicable where technology is available

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.**

# 4  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)

# 5  Specific Outcome  4.2.4

**Experiment with language to create desired effect in oral, print, and other media texts**

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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)

## 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).

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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

**Specific Outcome Links**
    Experience Various Texts (2.2.1)
    Word Choice and Artistry of Texts (2.3.3)
    Revise Content (4.2.2)

## 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)

# 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.**

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| Grade 4 Specific Outcome 4.2.4 | Grade 5 Specific Outcome 4.2.4 |
|---|---|
| **Experiment with language to create desired effect in oral, print, and other media texts** | **Experiment with language to create desired effect in oral, print, and other media texts** |

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

| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
|---|---|

**4.2.4 a.** Experiments with descriptive and figurative language in personal representations to 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:
"Can somebody help me with the thesaurus; I need to find another word for rock."

"If I say that the actor is as cool as a cucumber, is that a put down?"

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)

---

**4.2.4 a.** Experiments with descriptive and figurative language in personal representations to 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:
"In my poem I don't want to say that I am describing water, so I used all kinds of sound words and other words for water, like stream, puddle, drip, splash. Can you read it and see if it makes sense and if you can tell what I am talking about?"

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)

Northwest Territories Education, Culture and Employment

# Enhance and Improve
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## Enhance Artistry

| Grade 6 Specific Outcome 4.2.4 | Grade 7 Specific Outcome 4.2.4 |
|---|---|

**Grade 6 Specific Outcome 4.2.4**

**Experiment with language to create desired effect in oral, print, and other media texts**

**Grade 7 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 6 the student ...**

4.2.4 a.  **Chooses descriptive and figurative language in personal representations to 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:
"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..."

"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."

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)

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

**By the end of Grade 7 the student ...**

4.2.4 a.  **Chooses and uses descriptive and figurative language to 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:
"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."

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.

| Grade 4  Specific Outcome  4.2.4 | Grade 5  Specific Outcome  4.2.4 |
|---|---|
| **Experiment with language to create desired effect in oral, print, and other media texts** | **Experiment with language to create desired effect in oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

4.2.4 b.  **Uses new and accurate vocabulary in personal representations related to personal interests or topics of study**

*The distinction between grade levels is the sophistication of vocabulary.

May say:
"He was more than mad; he was furious."

4.2.4 c.  **Uses simple and compound sentence patterns**

*A compound sentence has two independent clauses and balances the ideas in one clause against the other.

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

---

4.2.4 b.  **Uses new and accurate vocabulary in personal representations related to personal interests or topics of study**

*The distinction between grade levels is the sophistication of vocabulary.

May say:
"Why can't I use 'kicker' in my letter to the newspaper. I'm writing to News North and that only goes to people in the North; won't they understand what I mean?"

4.2.4 c.  **Uses varied sentence lengths and structures including, simple, compound, complex**

*A compound sentence has two independent clauses and balances the ideas in one clause against the other.

*A complex sentence contains one main clause and one or more dependent clauses.

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

Northwest Territories Education, Culture and Employment

# Enhance Artistry

| Grade 6 Specific Outcome 4.2.4 | Grade 7 Specific Outcome 4.2.4 |
|---|---|

**Experiment with language to create desired effect in oral, print, and other media texts**

**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 6 the student ...**

**4.2.4 b. Uses new and accurate vocabulary in personal representations related to personal interests or topics of study**

*The distinction between grade levels is the sophistication of vocabulary.

May say:
"My teacher said I couldn't use 'lol' in my Powerpoint for the principal."

**4.2.4 c. Uses varied sentence lengths and structures including, simple, compound, complex**

*A compound sentence has two independent clauses and balances the ideas in one sentence against the other.

*A complex sentence contains one main clause and one or more dependent clauses.

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

## Learning Outcomes & Corresponding Illustrative Example(s)

**By the end of Grade 7 the student ...**

**4.2.4 b. Chooses and uses vocabulary to create desired effect, sometimes taking risks with new words**

*The distinction between grade levels is the sophistication of vocabulary.

May say:
"Do you think that 'eerie' really fits the mood we're trying to create? Maybe 'ominous' would be better."

"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."

**4.2.4 c. Uses a variety of sentence lengths and structures to create desired effect**

*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.**

| Grade 4  Specific Outcome  4.2.4 | Grade 5  Specific Outcome  4.2.4 |
|---|---|
| **Experiment with language to create desired effect in oral, print, and other media texts** | **Experiment with language to create desired effect in oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**4.2.4  d.** **Experiments with using a <u>voice</u> that is <u>individual, expressive, and engaging</u>, 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 four developing an awareness of voice in text typically involves:
**- writing that is individual, expressive, and engaging**
**- writing that elicits an emotional response from the audience**
**- creating a tone that is easy to describe (funny, joyful, sarcastic, angry ...)**
**- using simple and compound sentences**
**- using new and accurate vocabulary**
**- repeating words only for emphasis**
**- using writing/phrases/expressions that "sound" like the character**
**- directing "comments" to the intended audience**
**- choosing appropriate vocabulary for the intended audience and purpose**

*To maintain from previous grades
- using simple adjectives and adverbs
- using expressive words or phrases from texts
- adding titles to text
- using some strong verbs and more specific nouns
- using punctuation to show emphasis
- incorporating dialogue
- using some unique expressions
- choosing specific words to reflect the main character's feelings and age
- choosing words to add clarity and detail
- using vivid, expressive language

**4.2.4  d.** **Experiments with using a <u>voice</u> that is <u>individual, expressive, and engaging</u>, 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 five developing an awareness of voice in text typically involves:
**- writing that is individual, expressive, and engaging**
**- using varied sentence lengths and structures including: simple, compound, complex**
**- varying sentence beginnings (strong leads)**
**- using figurative language**
**- using language that is honest: point of view is evident**
**- writing that is clear and focused**

*To maintain from previous grades:
- using punctuation to show emphasis
- incorporating dialogue and unique expressions
- choosing words to add clarity and detail
- using vivid, expressive language
- writing that elicits an emotional response from the audience
- creating a tone that is easy to describe (funny, joyful, sarcastic, angry ...)
- using new and accurate vocabulary
- repeating words only for emphasis
- using writing/phrases/expressions that "sound" like the character
- directing "comments" to the intended audience
- choosing appropriate vocabulary for the intended audience and purpose

Northwest Territories Education, Culture and Employment

# Enhance Artistry

| Grade 6 Specific Outcome 4.2.4 | Grade 7 Specific Outcome 4.2.4 |
|---|---|
| **Experiment with language to create desired effect in oral, print, and other media texts** | **Experiment with language to create desired effect in oral, print, and other media texts** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**Grade 6**

4.2.4 d.  Uses a <u>voice</u> that is <u>individual, expressive, and engaging</u>, 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 six developing an awareness of voice in text typically involves:
**- 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**

* To maintain from previous grades:
- 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
- creating a tone that is easy to describe (funny, joyful ...)
- using new and accurate vocabulary repeating words only for emphasis
- directing "comments" to the intended audience
- choosing appropriate vocabulary for the intended audience and purpose
- 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

**Grade 7**

4.2.4 d.  Uses a <u>voice</u> that is <u>individual, expressive, and engaging</u>, 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 seven developing an awareness of voice in text typically involves:
**- showing passion for the topic**

* To maintain from previous grades:
- 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
- choosing appropriate vocabulary for the intended audience and purpose
- 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

**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.**

## 4 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
- 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 ...

**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)

## 5 Specific Outcome 4.3.1

**Use an editing process to enhance communication**

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- pre-writing
- drafting
- writing
- revising
- editing
- publishing

**General Example(s)**
Editing strategies may include:
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- 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)

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## 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

**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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- 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)

# 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.**

| Grade 4  Specific Outcome  4.3.1 | Grade 5  Specific Outcome  4.3.1 |
|---|---|
| **Use an editing process to enhance communication** | **Use an editing process to enhance communication** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**4.3.1  a.  Uses an <u>editing process</u>, with guidance**

\*Editing appropriate in grade four:
- to check for completeness of an idea within a sentence
- 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 ...)**

\*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.) ...

**4.3.1  a.  Uses an <u>editing process</u>, with guidance**

\*Editing appropriate in grade five:
- 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**

\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises.

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:
"When I read your paragraph, I don't know when to take a breath. You might want to add some punctuation. It is one sentence and it is just too long."

"This whole letter is talking to the Mayor, so we have to be careful not to use 'you' referring to the whole council. We have to make sure the 'you' that talks right to him.

## Grammar and Usage

| Grade 6  Specific Outcome  4.3.1 | Grade 7  Specific Outcome  4.3.1 |
|---|---|

**Use an editing process to enhance communication**      **Use an editing process to enhance communication**

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

**By the end of Grade 6 the student ...**

**4.3.1 a. Uses an <u>editing process</u>, with guidance**

*Editing appropriate in grade six:
- 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**

*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:
"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."

"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."

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

**By the end of Grade 7 the student ...**

**4.3.1 a. Uses an <u>editing process</u>, with guidance, to identify grammar and usage problems that impact meaning**

*Editing appropriate in grade seven:
- 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**

*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:
"This story starts out happening in the past, but then it somehow switches to the present."

"I'm confused about which step comes first in the ore processing, because you keep switching tenses."

# 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.**

---

| Grade 4  Specific Outcome  4.3.1 | Grade 5  Specific Outcome  4.3.1 |
|---|---|
| **Use an editing process to enhance communication** | **Use an editing process to enhance communication** |

---

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

**By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...**

**4.3.1  b.  Discusses the function of each part of speech in a sentence**

*Appropriate parts of speech for grade four include:
- noun
- verb
- adjective
- adverb
- conjunction
- pronoun
- **preposition**

*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 you are not using the right word when you use 'you should <u>of</u> made a poster.' I think you have to say, 'you should <u>have</u> made a poster.'"

---

**4.3.1  b.  Discusses the function of each part of speech in a sentence**

*Appropriate parts of speech for grade five 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:
"Why don't we add words like, 'wow' or 'cool' or 'awesome' to show that our characters like what is happening?"

# Attend to Conventions
---

## Grammar and Usage

| Grade 6  Specific Outcome  4.3.1 | Grade 7  Specific Outcome  4.3.1 |
|---|---|
| **Use an editing process to enhance communication** | **Use an editing process to enhance communication** |

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

**By the end of Grade 6 the student ...**

**4.3.1  b.  Discusses the function of each part of speech in a sentence**

*Appropriate parts of speech for grade six include:
- noun
- verb
- adjective (includes determiners or articles)
- 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:
"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."

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

**By the end of Grade 7 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 seven 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:
"There are too many pronouns in this sentence. Even I'm confused, and I wrote it!"

"When you string so many adjectives together before the noun like this, it's really more 'tell' than 'show'."

## 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.**

## 4 Specific Outcome 4.3.2

**Increase conventional spelling when writing; 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.

*Speaking vocabulary is ahead of the knowledge of conventional 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. It is necessary to encourage the use of conventional spelling for final drafts and published work.

*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.

*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)

## 5 Specific Outcome 4.3.2

**Increase conventional spelling when writing; 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.

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*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,
- cancelled,
- civilization
- analyse, criticize
- burned, learned
- catalogue, cheque
- centre, centred, colour, labour,
- grey
- licence (n), license (v)
- litre, metre, theatre, fibre
- moustache, aging
- practice (n), practise (v)

**Specific Outcome Links**
Cueing Systems (2.1.4 )
Grammar and Usage (4.3.1)

# 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
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- 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.

*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
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- 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.**

| Grade 4 Specific Outcome 4.3.2 | Grade 5 Specific Outcome 4.3.2 |
|---|---|
| **Increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources** | **Increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

| | |
|---|---|
| **4.3.2 a. Continues to decrease reliance on approximated spelling and increases reliance on conventional spelling**<br><br>\*represents all essential sounds with letters and often develops own spelling patterns for particular sounds<br><br>\*uses visual memory to spell sight words<br><br>**4.3.2 b. Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words**<br><br>Patterns may include:<br>- common letter combinations (list of words with 'br', 'ight')<br>- word families<br>- words ending in 'ing'<br>- silent 'e'<br>- word within a word<br>- add 's' to make a plural noun and other internal plural markers (man-men)<br>- change 'y' to 'i' and add 'es' or 'ed'<br>- compound words<br>- contractions<br>- tense markers (ed, s, ing)<br>- suffixes<br>- prefixes<br>- syllabication<br>- homonyms ... | **4.3.2 a. Continues to decrease reliance on approximated spelling and increases reliance on conventional spelling**<br><br>\*represents all essential sounds with letters and often develops own spelling patterns for particular sounds<br><br>\*Approximations are close to the correct spelling and errors do not interfere with communication.<br><br>\*uses visual memory to spell sight words<br><br>**4.3.2 b. Applies knowledge of  spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words**<br><br>Patterns may include:<br>- common letter combinations (list of words with 'br', 'ight')<br>- word families<br>- words ending in 'ing'<br>- silent 'e'<br>- word within a word<br>- add 's' to make a plural noun and other internal plural markers (man-men)<br>- change 'y' to 'i' and add 'es' or 'ed'<br>- compound words<br>- contractions<br>- tense markers (ed, s, ing)<br>- suffixes<br>- prefixes<br>- syllabication<br>- homonyms ... |

# Attend to Conventions

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## Spelling

| Grade 6  Specific Outcome  4.3.2 | Grade 7  Specific Outcome  4.3.2 |
|---|---|
| **Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources** | **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 6 the student ...**

**4.3.2 a.** **Spells most words conventionally**

\*Approximations are close to the correct spelling and errors do not interfere with communication.

**4.3.2 b.** **Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words**

Patterns may include:
- common letter combinations (list of words with 'br', 'ight')
- word families
- words ending in 'ing'
- silent 'e'
- word within a word
- add 's' to make a plural noun and other internal plural markers (man-men)
- change 'y' to 'i' and add 'es' or 'ed'
- compound words
- contractions
- tense markers (ed, s, ing)
- suffixes
- prefixes
- syllabication
- homonyms
- word origins ...

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

**By the end of Grade 7 the student ...**

**4.3.2 a.** **Spells most words conventionally so that errors do not interfere with communication**

**4.3.2 b.** **Uses a variety of strategies when spelling unfamiliar words**

Spelling strategies may include:
- using references (see previous LO)

Suggested activities:
- ask someone
- give it a go
- guess and check
- words that sound the same
- visual memory
- picture the word
- different spellings (which one looks right?)
- word in a word
- read backwards
- word relationships (crime/criminal, act/action/activity)
- exploding words (prefixes and suffixes)
- spelling doozers
- break it up (syllabication)
- mnemonic devices
- Canadian spelling conventions
- choose a different word
- word origin
- derivational relationships ...

See SO for a list of common words spelled differently in Canadian English.

# 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.**

| Grade 4 Specific Outcome 4.3.2 | Grade 5 Specific Outcome 4.3.2 |
|---|---|
| **Increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources** | **Increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**4.3.2 c. Uses spelling references**

References may include:
- word walls
- learning centres
- dictionaries
- personal dictionaries
- informational texts
- atlases, maps
- spell-check function
- timelines
- charts
- graphs
- titles
- junior thesaurus
- dictionary and thesaurus in computer writing programs
- Internet ...

**4.3.2 d. Uses spelling strategies**

Spelling strategies may include:
- interactive writing
- using references (see previous LO)

Suggested activities:
- ask someone
- give it a go
- guess and check
- words that sound the same
- visual memory
- picture the word
- different spellings (which one looks right?)
- word in a word
- read backwards
- word relationships (crime/criminal, act/action/activity)
- exploding words (prefixes and suffixes)
- spelling doozers
- break it up (syllabication)
- mnemonic devices
- Canadian spelling conventions ...

See SO for a list of common words spelled differently in Canadian English.

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**4.3.2 c. Uses spelling references**

References may include:
- word walls
- learning centres
- dictionaries
- personal dictionaries
- informational texts
- atlases, maps
- spell-check function
- timelines
- charts
- graphs
- titles
- junior thesaurus
- dictionary and thesaurus in computer writing programs
- Internet ...

**4.3.2 d. Uses spelling strategies**

Spelling strategies may include:
- using references (see previous LO)

Suggested activities:
- ask someone
- give it a go
- guess and check
- words that sound the same
- visual memory
- picture the word
- different spellings (which one looks right?)
- word in a word
- read backwards
- word relationships (crime/criminal, act/action/activity)
- exploding words (prefixes and suffixes)
- spelling doozers
- break it up (syllabication)
- mnemonic devices
- Canadian spelling conventions
- choose a different word ...

See SO for a list of common words spelled differently in Canadian English.

Northwest Territories Education, Culture and Employment

# Attend to Conventions
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## Spelling

| Grade 6  Specific Outcome  4.3.2 | Grade 7  Specific Outcome  4.3.2 |
|---|---|

**Grade 6  Specific Outcome  4.3.2**

**Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources**

**Grade 7  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 6 the student ...**

**4.3.2 c.  Uses spelling references**

References may include:
- word walls
- learning centres
- dictionaries
- personal dictionaries
- informational texts
- atlases, maps
- spell-check function
- timelines
- charts
- graphs
- titles
- thesaurus
- dictionary and thesaurus in computer writing programs
- Internet ...

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

**By the end of Grade 7 the student ...**

**4.3.2 c.  Uses an editing process to check and correct spelling**

Editing strategies may include:
- self-editing
- peer-editing
- reading it aloud
- 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 ...

## 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  4.3.2**<br><br>**Increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources** | **Grade 5  Specific Outcome  4.3.2**<br><br>**Increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources** |

| | |
|---|---|
| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |

| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
|---|---|
| **4.3.2 e.  Participates in an editing process to check spelling, with guidance**<br><br>Editing strategies may include:<br>- self-editing<br>- peer-editing<br>- reading it aloud<br>- rereading<br>- rereading and self-correcting<br>- reading backwards (sentence by sentence)<br>- using mnemonic devices (SLURP, COPS, CROPS, etc.)<br>- using editing checklists<br>- using a dictionary<br>- using a grade appropriate handbook<br>- proof reading<br>- personalized proof reading (searching for errors you typically make) ...<br><br>**4.3.2 f.  Uses spell check, dictionaries, and thesauri on the computer**<br><br>*applicable where technology is available<br><br>*Keep in mind Canadian spelling options in computer writing programs. | **4.3.2 e.  Participates in an editing process to check spelling, with guidance**<br><br>Editing strategies may include:<br>- self-editing<br>- peer-editing<br>- reading it aloud<br>- rereading<br>- rereading and self-correcting<br>- reading backwards (sentence by sentence)<br>- using mnemonic devices (SLURP, COPS, CROPS, etc.)<br>- using editing checklists<br>- using a dictionary<br>- using a grade appropriate handbook<br>- proof reading<br>- personalized proof reading (searching for errors you typically make)<br>- reading for trouble (for errors, for understanding)<br>- start with sentences-consider words-check for spelling-grammar-punctuation ...<br><br>**4.3.2 f.  Uses spell check, dictionaries, and thesauri on the computer**<br><br>*applicable where technology is available<br><br>*Keep in mind Canadian spelling options in computer writing programs. |

Northwest Territories Education, Culture and Employment

# Attend to Conventions
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## Spelling

| Grade 6 Specific Outcome 4.3.2 | Grade 7 Specific Outcome 4.3.2 |
|---|---|
| **Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources** | **Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

**4.3.2 d. Uses spelling strategies**

Spelling strategies may include:
- using references (see previous LO)

Suggested activities:
- ask someone
- give it a go
- guess and check
- words that sound the same
- visual memory
- picture the word
- different spellings (which one looks right?)
- word in a word
- read backwards
- word relationships (crime/criminal, act/action/activity)
- exploding words (prefixes and suffixes)
- spelling doozers
- break it up (syllabication)
- mnemonic devices
- Canadian spelling conventions
- choose a different word
- word origins ...

See SO for a list of common words spelled differently in Canadian English.

**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.

| Grade 4 Specific Outcome 4.3.2 | Grade 5 Specific Outcome 4.3.2 |
|---|---|
| Increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources | Increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |
| 4.3.2 . Information is on previous page(s) | 4.3.2 . Information is on previous page(s) |

# Attend to Conventions
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## Spelling

| | |
|---|---|
| **Grade 6  Specific Outcome  4.3.2** | **Grade 7  Specific Outcome  4.3.2** |
| **Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources** | **Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

**4.3.2 e.  Participates in an editing process to check spelling, with guidance**

Editing strategies may include:
- self-editing
- peer-editing
- reading it aloud
- 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 ...

**4.3.2 f.  Uses spell check, dictionaries, and thesauri on the computer**

*applicable where technology is available

*Keep in mind Canadian spelling options in computer writing programs.

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

# 4  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 ...

**Specific Outcome Links**
Text Features (2.1.3)
Cueing Systems (2.1.4)

# 5  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)

## 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)

## 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  4.3.3**<br><br>**Use an editing process to check for punctuation and capitalization** | **Grade 5  Specific Outcome  4.3.3**<br><br>**Use an editing process to check for punctuation and capitalization** |

| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**4.3.3 a.  Applies rules for capitalization in personal representations**

    \*Capitalization rules appropriate in grade four:
- 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)
- 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.

**4.3.3 b.  Applies rules for punctuation in personal representations**

    \*Punctuation rules appropriate in grade four:
- periods at the end of simple sentences
- periods at the end of compound sentences
- question marks
- exclamation marks
- period after an abbreviation
- quotation marks (including new paragraph for each new speaker)
- commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)
- apostrophes (possessives, contractions)

    \*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

---

**4.3.3 a.  Applies rules of capitalization in personal representations**

    \*Capitalization rules appropriate in grade five:
- 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.

**4.3.3 b.  Applies rules for punctuation in personal representations**

    \*Punctuation rules appropriate in grade five:
- periods at the end of simple sentences
- periods at the end of compound sentences
- question marks
- exclamation marks
- period after an abbreviation
- quotation marks (including new paragraph for each new speaker)
- commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)
- apostrophes (possessives, contractions)
- commas to signal subordinate clauses (pauses)

    \*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

# Attend to Conventions
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## Capitalization and Punctuation

| Grade 6  Specific Outcome  4.3.3 | Grade 7  Specific Outcome  4.3.3 |
|---|---|

**Grade 6  Specific Outcome  4.3.3**

**Use an editing process to check for punctuation and capitalization**

**Grade 7  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 6 the student ...

**4.3.3 a.  Applies rules of capitalization in personal representations**

*Capitalization rules appropriate in grade six:
- 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.

**4.3.3 b.  Applies rules for punctuation in personal representations**

*Punctuation rules appropriate in grade six:
- periods at the end of simple sentences
- periods at the end of compound sentences
- question marks
- exclamation marks
- period after an abbreviation
- quotation marks (including new paragraph for each new speaker)
- commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)
- apostrophes (possessives, contractions)
- commas to signal subordinate clauses (pauses)
- colons and semicolons
- dashes

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

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

By the end of Grade 7 the student ...

**4.3.3 a.  Capitalizes most words conventionally so that errors do not interfere with communication**

*Capitalization rules appropriate in grade seven:
- 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.

| Grade 4 Specific Outcome 4.3.3 | Grade 5 Specific Outcome 4.3.3 |
|---|---|
| **Use an editing process to check for punctuation and capitalization** | **Use an editing process to check for punctuation and capitalization** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**4.3.3 c.  Participates in an <u>editing process</u> to edit for punctuation and capitalization, with guidance**

*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) ...

**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).

---

**4.3.3 c.  Participates in an <u>editing process</u> to edit for punctuation and capitalization, with guidance**

*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).

Northwest Territories Education, Culture and Employment

# Attend to Conventions
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## Capitalization and Punctuation

| | |
|---|---|
| **Grade 6  Specific Outcome  4.3.3** | **Grade 7  Specific Outcome  4.3.3** |
| **Use an editing process to check for punctuation and capitalization** | **Use an editing process to check for punctuation and capitalization** |

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

By the end of Grade 6 the student ...

By the end of Grade 7 the student ...

**4.3.3  c.  Participates in an <u>editing process</u> to edit for punctuation and capitalization, with guidance**

*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).

**4.3.3  b.  Applies rules for punctuation correctly in most writing so that errors do not interfere with communication**

*Punctuation rules appropriate in grade seven:
- periods at the end of simple sentences
- periods at the end of compound sentences
- question marks
- exclamation marks
- period after an abbreviation
- quotation marks (including new paragraph for each new speaker)
- commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)
- apostrophes (possessives, contractions)
- commas to signal subordinate clauses (pauses)
- colons and semicolons
- dashes
- ellipses
- parentheses
- slashes
- hyphens ...

*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.

| Grade 4 Specific Outcome 4.3.3 | Grade 5 Specific Outcome 4.3.3 |
|---|---|
| Use an editing process to check for punctuation and capitalization | Use an editing process to check for punctuation and capitalization |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
| 4.3.3 . Information is on previous page(s) | 4.3.3 . Information is on previous page(s) |

# Attend to Conventions
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## Capitalization and Punctuation

| Grade 6  Specific Outcome  4.3.3 | Grade 7  Specific Outcome  4.3.3 |
|---|---|

**Use an editing process to check for punctuation and capitalization**

**Use an editing process to check for punctuation and capitalization**

---

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

**By the end of Grade 6 the student ...**

**By the end of Grade 7 the student ...**

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

4.3.3  c.  **Uses an <u>editing process</u> 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.**

## 4  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)

## 5  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)

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## 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)

# 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.**

| Grade 4  Specific Outcome  4.4.1 | Grade 5  Specific Outcome  4.4.1 |
|---|---|
| **Present and/or publish texts (oral, print, and other media)** | **Present and/or publish texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**4.4.1 a.  Experiments with techniques to enhance presentation of oral, print, and other media texts, with guidance**

*Appropriate presentation techniques in grade four:
- titles
- illustrations
- photographs
- colour
- music and/or sounds
- printed texts
- type size
- volume
- simple graphics: diagrams, charts, graphs, **tables, timelines**
- costumes
- props (slides, artifacts, pictures ...)

May say:
"If we included a timeline in our report, we could show when the Fur Traders came because we have the dates for when the Hudson's Bay Company and the Northwest Company were setting up in the Territories."

**4.4.1 a.  Experiments with techniques to enhance presentation of oral, print, and other media texts**

*Appropriate presentation techniques in grade five:
- titles, **subtitles**
- illustrations
- photographs
- colour
- music and/or sounds
- printed texts
- type size
- volume
- simple graphics: diagrams, charts, graphs, tables, timelines, **maps**
- costumes
- props (slides, artifacts, pictures ...)
- **expression**
- **openings**
- **closings**

May say:
"When you read that, make sure you look real serious and talk really clearly. If you don't, we won't persuade them that smoking is not healthy."

Northwest Territories Education, Culture and Employment

## Effective Presentations

| Grade 6  Specific Outcome  4.4.1 | Grade 7  Specific Outcome  4.4.1 |
|---|---|
| **Present and/or publish texts (oral, print, and other media)** | **Present and/or publish texts (oral, print, and other media)** |

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

**By the end of Grade 6 the student ...**

4.4.1  a.  **Experiments with techniques to enhance presentation of oral, print, and other media texts**

*Appropriate presentation techniques in grade six:
- titles, subtitles
- illustrations
- photographs
- colour
- music and/or sounds
- printed texts
- type size
- volume
- simple graphics: diagrams, charts, graphs, tables, timelines, maps
- costumes
- props (slides, artifacts, pictures ...)
- expression
- openings
- closings
- **tone**
- **mood**
- **key ideas (emphasizing)**

May say:
"We could set the mood with our music or with the lights. What do you think would be best for a grade two audience?"

"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."

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

**By the end of Grade 7 the student ...**

4.4.1  a.  **Uses a variety of techniques to engage audience and present texts (oral, print, and other media) effectively**

***Presentation** techniques to maintain from previous grades:
- titles, subtitles
- illustrations, photographs, colour
- music, sounds, volume
- printed texts
- type size, font
- simple graphics
- props (slides, artifacts, pictures ...), costumes
- openings, closings
- tone,  mood, expression
- key ideas (emphasizing)

***Audience engagement** techniques to maintain from previous grades:
- understands the purpose for the presentation
- faces the audience and introduces self
- makes eye contact (culturally appropriate)
- uses appropriate body language (posture and gestures)
- uses varied supports (props, artifacts, diagrams, ...)
- uses complete sentences
- uses specific vocabulary (theme/content related)
- responds to audience questions
- speaks clearly and  fluently (pacing, phrasing)
- varies voice (intonation and expression) appropriately for emphasis
- follows a logical sequence for the topic
- introduces presentation purposefully to capture audience attention
- chooses/adapts form of presentation to match audience
- arranges presentation space to focus audience
- displays enthusiasm for topic
- varies facial expression appropriately
- leaves time for questions or comments
- draws attention to important information or facts
- concludes with summary of main ideas, points, strong statement, arguments ...

## 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.**

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| **Grade 4 Specific Outcome 4.4.1** | **Grade 5 Specific Outcome 4.4.1** |
|---|---|
| **Present and/or publish texts (oral, print, and other media)** | **Present and/or publish texts (oral, print, and other media)** |

---

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

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

**4.4.1 b. Engages (attracts and sustains) the audience**

\*Form of presentation determines which audience engagement techniques are appropriate.

\*Audience engagement techniques **required** in grade four:
- introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures ...)

\*To maintain from previous grades:
- understands the purpose for the presentation
- speaks with a clear voice
- faces the audience
- makes eye contact (culturally appropriate)
- uses appropriate body language (posture and gestures)
- introduces self
- uses varied supports (props, artifacts, diagrams, illustrations, photographs, slides, music, sound effects, resources, facts, lighting, guests, font, print size ...)
- maintains topic
- uses complete sentences
- uses specific vocabulary (theme/content related)
- responds to audience questions
- speaks fluently (pacing, phrasing)
- varies voice (intonation and expression) appropriately for emphasis (some situations require conversational voice, some situations or phrases require more/less volume ...)
- follows a logical sequence for the topic (based on pre-established plan)

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

**4.4.1 b. Engages (attracts and sustains) the audience**

\*Form of presentation determines which audience engagement techniques are appropriate.

\*Audience engagement techniques **required** in grade five:
- chooses/adapts form of presentation to match audience
- arranges presentation space to focus audience
- displays enthusiasm for topic
- varies facial expression appropriately

\*To maintain from previous grades:
- understands the purpose for the presentation
- speaks with a clear voice
- faces the audience
- makes eye contact (culturally appropriate)
- uses appropriate body language (posture and gestures)
- introduces self
- uses varied supports (props, artifacts, diagrams, illustrations, photographs, slides, music, sound effects, resources, facts, lighting, guests, font, print size ...)
- maintains topic
- uses complete sentences
- uses specific vocabulary (theme/content related)
- responds to audience questions
- speaks fluently (pacing, phrasing)
- varies voice (intonation and expression) appropriately for emphasis (some situations require conversational voice, some situations or phrases require more/less volume ...)
- follows a logical sequence for the topic (based on pre-established plan)
- introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures ...)

Northwest Territories Education, Culture and Employment

# Engage Audience

---

## Effective Presentations

| Grade 6  Specific Outcome  4.4.1 | Grade 7  Specific Outcome  4.4.1 |
|---|---|
| **Present and/or publish texts (oral, print, and other media)** | **Present and/or publish texts (oral, print, and other media)** |

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

**By the end of Grade 6 the student ...**

**4.4.1  b.  Engages (attracts and sustains) the audience**

*Form of presentation determines which audience engagement techniques are appropriate.

*Audience engagement techniques **required** in grade six:
- asks questions
- leaves time for questions or comments
- draws attention to important information or facts
- concludes with summary of main ideas, points, strong statement, arguments, ...

*To maintain from previous grades:
- understands the purpose for the presentation
- speaks with a clear voice
- faces the audience and introduces self
- makes eye contact (culturally appropriate)
- uses appropriate body language (posture and gestures)
- uses varied supports (props, artifacts, diagrams, illustrations, photographs, slides, music, sound effects ...)
- maintains topic
- uses complete sentences
- uses specific vocabulary (theme/content related)
- responds to audience questions
- speaks fluently (pacing, phrasing)
- varies voice (intonation and expression) appropriately for emphasis (some situations require conversational voice, some situations or phrases require more/less volume ...)
- follows a logical sequence for the topic (based on pre-established plan)
- introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures ...)
- chooses/adapts form of presentation to match audience
- arranges presentation space to focus audience
- displays enthusiasm for topic
- varies facial expression appropriately

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

**By the end of Grade 7 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:
"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."

"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..."

## 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.**

| Grade 4  Specific Outcome  4.4.1 | Grade 5  Specific Outcome  4.4.1 |
|---|---|
| **Present and/or publish texts (oral, print, and other media)** | **Present and/or publish texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

**By the end of Grade 4 the student ...**                    **By the end of Grade 5 the student ...**

**4.4.1 c.  Talks about how multiple media can enhance presentation of oral, print, and other media texts, with guidance**

*Where technology is available, students may experiment with multiple media to enhance personal texts.

Examples may include:
- audio
- videos
- CDs
- visuals
- bulletin boards
- Powerpoints
- maps
- graphs
- digital cameras
- blogs
- SmartBoards ...

May say:
"With a Powerpoint presentation, we could show the different climatic zones on the planet.  There are pictures on the Internet for us to use."

**4.4.1 d.  Begins to evaluate the effectiveness of presentation of texts (oral, print, and other media) on audience, with guidance**

**"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.**

May say:
"The key information in our report shows up in our titles and we put those in big bold letters."

"I liked the story I wrote with pictures more than the one with words."

**4.4.1 c.  Experiments with media to enhance presentation of oral, print, and other media texts**

*where technology is available

Examples may include:
- audio
- videos
- CDs
- visuals
- bulletin boards
- Powerpoints
- maps
- graphs
- digital cameras
- digital imagery
- interactive media
- blogs
- wikis
- web cast
- SmartBoards ...

May say:
"My Dad showed us how to scan a photograph into our project. Now we want to search the Internet to find other pictures to add."

**4.4.1 d.  Evaluates the effectiveness of presentation of texts (oral, print, and other media) on audience, with guidance**

May say:
"We think this presentation will be remembered because we used music to get their attention."

"That picture we put in is a cartoon and it makes our report on endangered species seem funny or silly. I think we should be more serious."

Northwest Territories Education, Culture and Employment

## Effective Presentations

| Grade 6  Specific Outcome  4.4.1 | Grade 7  Specific Outcome  4.4.1 |
|---|---|
| **Present and/or publish texts (oral, print, and other media)** | **Present and/or publish texts (oral, print, and other media)** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

**By the end of Grade 6 the student ...**

**By the end of Grade 7 the student ...**

**4.4.1 c.** **Experiments with media to enhance presentation of oral, print, and other media texts**

*where technology is available

Examples may include:
- audio
- videos
- CDs
- visuals
- bulletin boards
- Powerpoints
- maps
- graphs
- digital cameras
- digital imagery
- interactive media
- blogs
- wikis
- web cast
- SmartBoards ...

May say:
"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."

**4.4.1 d.** **Evaluates the effectiveness of presentation of texts (oral, print, and other media) on audience, with guidance**

May say:
"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."

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

# NORTHWEST TERRITORIES

# GRADE 4 TO GRADE 7

# ENGLISH LANGUAGE ARTS

# CURRICULUM

# 2011
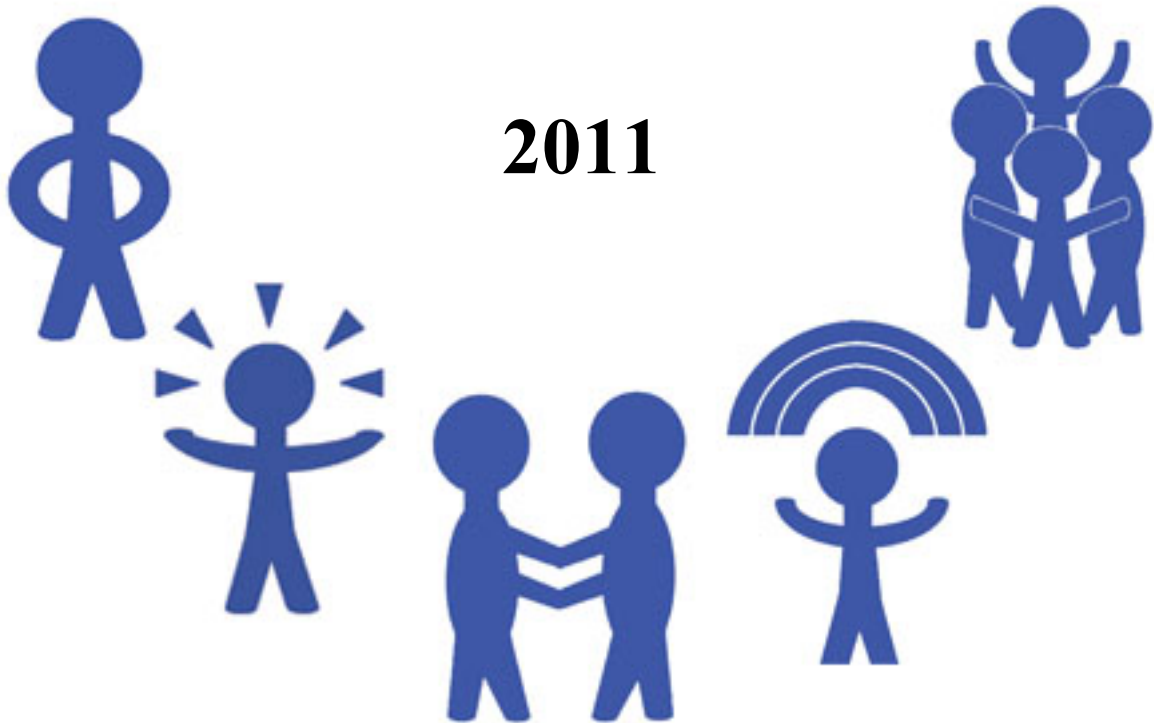
# GENERAL OUTCOME 5

**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.
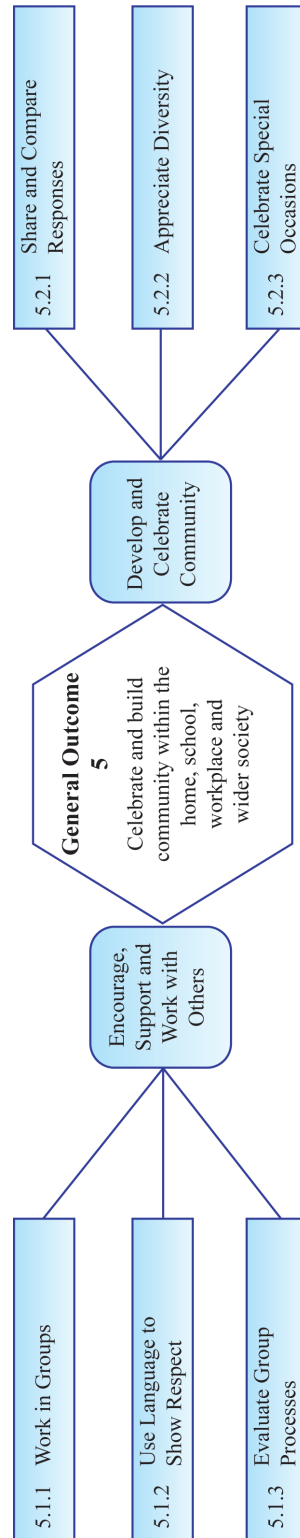
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5.2.1 Share and Compare Responses

5.2.2 Appreciate Diversity

5.2.3 Celebrate Special Occasions

Develop and Celebrate Community

**General Outcome 5**

Celebrate and build community within the home, school, workplace and wider society

Encourage, Support and Work with Others

5.1.1 Work in Groups

5.1.2 Use Language to Show Respect

5.1.3 Evaluate Group Processes

**General Outcome:**

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

## 4  Specific Outcome  5.1.1

**Work in a variety of partnerships and groups to follow pre-established group processes by resolving conflicts**

*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

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)

## 5  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

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)

Northwest Territories Education, Culture and Employment

## 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)

# 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 4  Specific Outcome  5.1.1 | Grade 5  Specific Outcome  5.1.1 |
|---|---|
| **Work in a variety of partnerships and groups to follow pre-established group processes by resolving conflicts** | **Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

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

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

**5.1.1  a.  Follows pre-established 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 four:
- resolving conflicts

**\*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

See Evaluate Group Processes (5.1.3)

**5.1.1  a.  Follows pre-established 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 five:
- decision making: majority vs. minority

**\*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

See Evaluate Group Processes (5.1.3)

Northwest Territories Education, Culture and Employment

# Encourage, Support, and Work With Others
---
## Work in Groups

| Grade 6 Specific Outcome 5.1.1 | Grade 7 Specific Outcome 5.1.1 |
|---|---|
| **Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making** | **Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups** |

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

**By the end of Grade 6 the student ...**

5.1.1 a. **Follows pre-established 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 six:
- decision making: reaching consensus and agreeing to disagree

*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

See Evaluate Group Processes (5.1.3)

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

**By the end of Grade 7 the student ...**

5.1.1 a. **Follows or modifies pre-established 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 seven:
- drawing conclusions from consensus

*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

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 4  Specific Outcome  5.1.1 | Grade 5  Specific Outcome  5.1.1 |
|---|---|
| **Work in a variety of partnerships and groups to follow pre-established group processes by resolving conflicts** | **Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making** |

---

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**5.1.1 b.  Experiments with a variety of roles and responsibilities in small and/or whole group activities**

\*Roles may be assigned by the individuals, the groups, or the teacher.

Examples may include:
- centres
- assigned tasks, assignments
- dramatizations
- projects ...

Tasks may include:
- setting up
- planning, organizing
- cleaning up
- mediating
- consoling
- painting
- writing ...

Roles may include:
- illustrator, artist
- speaker
- recorder
- encourager
- writer, reader, reporter
- director, organizer, manager
- researcher
- editor
- time keeper
- negotiator
- surveyor
- interviewer
- explainer
- summarizer ...

May say:
"I will be responsible for preparing the interview questions, but need help with the editing and recording."

**5.1.1 b.  Begins to select appropriate roles for small and/or whole group tasks**

**"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.**

\*Tasks and/or roles may be assigned by the individuals, the groups, or the teacher.

Tasks may include:
- setting up
- organizing
- cleaning up
- mediating
- consoling
- planning
- painting
- writing ...

Roles may include:
- illustrator, artist
- speaker
- encourager
- writer, reader, reporter
- director, organizer, manager
- researcher
- editor
- time keeper
- negotiator
- surveyor, collector
- interviewer, recorder
- explainer
- summarizer ...

May say:
"If we are to find out what the community thinks about pollution, we will need an interviewer, a recorder..."

Northwest Territories Education, Culture and Employment

# Encourage, Support, and Work With Others
---
## Work in Groups

| Grade 6  Specific Outcome  5.1.1 | Grade 7  Specific Outcome  5.1.1 |
|---|---|
| Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making | Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups |

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

**By the end of Grade 6 the student ...**

**5.1.1 b.  Selects appropriate roles for small and whole group tasks**

*Tasks and/or roles may be assigned by the individuals, the groups, or the teacher.

Examples may include:
- centres
- assigned tasks, assignments
- dramatizations
- projects ...

Tasks may include:
- setting up
- planning, organizing
- cleaning up
- mediating
- consoling
- painting, writing ...

Roles may include:
- illustrator, artist
- speaker
- encourager
- writer, reader, reporter
- director, organizer, manager
- researcher
- editor
- time keeper
- negotiator
- surveyor, collector
- interviewer, recorder
- explainer
- summarizer
- assessor, evaluator ...

May say:
"What jobs will we need to do to get all of us involved in...?  I think we need..."

"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?"

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

**By the end of Grade 7 the student ...**

**5.1.1 b.  Selects appropriate roles for small and whole group tasks**

*Tasks and/or roles may be assigned by the individuals, the groups, or the teacher.

*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.

Roles may include:
- illustrator, artist
- speaker
- encourager
- writer
- reader
- reporter
- director
- organizer
- researcher
- editor
- time keeper
- negotiator
- interviewer
- recorder
- explainer, summarizer
- assessor, evaluator ...

May say
"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."

"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."

**General Outcome:**

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

| 4  Specific Outcome  5.1.2 | 5  Specific Outcome  5.1.2 |
|---|---|
| **Adjust listening, viewing, and speaking behaviours according to the situation** | **Adjust listening, viewing, and speaking behaviours according to the situation** |
| *Be sensitive to different communicative patterns and languages. | *Be sensitive to different communicative patterns and languages. |
| *Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition. | *Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition. |

Northwest
Territories Education, Culture and Employment

## Use Language to Show Respect

### 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.

## 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 4 Specific Outcome 5.1.2**<br><br>**Adjust listening, viewing, and speaking behaviours according to the situation** | **Grade 5 Specific Outcome 5.1.2**<br><br>**Adjust listening, viewing, and speaking behaviours according to the situation** |

| Learning Outcomes &<br>Corresponding Illustrative Example(s) | Learning Outcomes &<br>Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**5.1.2 a. Speaks, listens, and views respectfully**

*Appropriate in grade four:
- listening to opposing opinions
- acknowledging others' comments, ideas, perspectives, and questions
- giving polite feedback

*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

May say:
"What do you mean by...?"

"That is very different from what we believe in my family. Can you tell me more?"

**5.1.2 a. Speaks, listens, and views respectfully**

*Appropriate in grade five:
- disagreeing respectfully
- responding respectfully with opinions

*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

May say:
"I am very interested in the comment you made about second hand smoke..."

# Encourage, Support, and Work With Others
---

## Use Language to Show Respect

---

**Grade 6  Specific Outcome  5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

**Grade 7  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 6 the student ...

**5.1.2  a.  Speaks, listens, and views respectfully**

*Appropriate in grade six:
- 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

*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

May say:
"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? "

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

By the end of Grade 7 the student ...

**5.1.2  a.  Speaks, listens, and views respectfully and carefully**

*Appropriate in grade seven:
- asking clarifying questions
- responding to the speaker's nonverbal cues (tone, facial expression, proximity...)

*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

## 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 4  Specific Outcome  5.1.2**<br><br>**Adjust listening, viewing, and speaking behaviours according to the situation** | **Grade 5  Specific Outcome  5.1.2**<br><br>**Adjust listening, viewing, and speaking behaviours according to the situation** |

| | |
|---|---|
| **Learning Outcomes &<br>Corresponding Illustrative Example(s)** | **Learning Outcomes &<br>Corresponding Illustrative Example(s)** |
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

| | |
|---|---|
| **5.1.2 b.  Adjusts language to fit the context (audience, purpose, and situation)** | **5.1.2 b.  Adjusts language to fit the context (audience, purpose, and situation)** |
| *Alternating (code switching) between first/heritage language and English may enhance communication in some contexts. | *Alternating (code switching) between first/heritage language and English may enhance communication in some contexts. |
| *Appropriate in grade four:<br>- volume<br>- tone<br>- situation<br>- rate of speech<br>- vocabulary<br>- body language<br>- code switching<br>- gender<br>- age<br>- culture | *Appropriate in grade five:<br>- volume<br>- tone<br>- situation<br>- rate of speech<br>- vocabulary<br>- body language<br>- code switching<br>- gender<br>- age<br>- culture |
| Audiences may include:<br>- peers<br>- staff<br>- family<br>- guests<br>- Elders ... | Audiences may include:<br>- peers<br>- staff<br>- family<br>- guests<br>- Elders ... |
| Language Register:<br>- home<br>- playground<br>- classroom<br>- on the land or in the bush<br>- various community settings<br>- oral print, and other media texts<br>- social and cultural settings/experiences<br>- online ... | Language Register:<br>- home<br>- playground<br>- classroom<br>- on the land or in the bush<br>- various community settings<br>- oral print, and other media texts<br>- social and cultural settings/experiences<br>- online ... |

Northwest Territories Education, Culture and Employment

**Encourage, Support, and Work With Others**

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## Use Language to Show Respect

| | |
|---|---|
| **Grade 6  Specific Outcome  5.1.2** | **Grade 7  Specific Outcome  5.1.2** |
| **Adjust listening, viewing, and speaking behaviours according to the situation** | **Adjust listening, viewing, and speaking behaviours according to the situation** |

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

| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |
|---|---|
| 5.1.2 b.  **Adjusts language to fit the context (audience, purpose, and situation)** | 5.1.2 b.  **Adjusts language to fit the context (audience, purpose and situation)** |
| *Alternating (code switching) between first/heritage language and English may enhance communication in some contexts. | *Alternating (code switching) between first/heritage language and English may enhance communication in some contexts. |
| *Appropriate in grade six:<br>- volume<br>- tone<br>- situation<br>- rate of speech<br>- vocabulary<br>- body language<br>- code switching<br>- gender<br>- age<br>- culture | *Appropriate in grade seven:<br>- volume<br>- tone<br>- situation<br>- rate of speech<br>- vocabulary<br>- body language<br>- code switching<br>- gender<br>- age<br>- culture |
| Audiences may include:<br>- peers<br>- staff<br>- family<br>- guests<br>- Elders<br>- wider community/global community ... | Audiences may include:<br>- peers<br>- staff<br>- family<br>- guests<br>- Elders<br>- wider community/global community ... |
| Language Register:<br>- home<br>- playground<br>- classroom<br>- on the land or in the bush<br>- various community settings<br>- oral print, and other media texts<br>- social and cultural settings/experiences<br>- online ... | Language Register:<br>- home<br>- playground<br>- classroom<br>- on the land or in the bush<br>- various community settings<br>- oral print, and other media texts<br>- social and cultural settings/experiences<br>- 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.**

| Grade 4 Specific Outcome 5.1.2 | Grade 5 Specific Outcome 5.1.2 |
|---|---|
| **Adjust listening, viewing, and speaking behaviours according to the situation** | **Adjust listening, viewing, and speaking behaviours according to the situation** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**5.1.2 c.** **Begins to discuss differences in language use in a variety of school and community contexts**

**"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.

May say:
"We have to change this letter a bit if it is going to the town/band council; we sound too much like we are talking to our friends in an e-mail."

"Our letter to the DEC has to start with Dear Mr. not just Dear Joseph."

**5.1.2 c.** **Discusses differences in language use in a variety of school and community contexts**

May say:
"When the Elders come to speak with us, it would be helpful if we used Tlicho to help them feel comfortable. I can't speak Tlicho, but I understand it; so would you ask the questions for our group?"

Northwest Territories Education, Culture and Employment

## Use Language to Show Respect

| Grade 6  Specific Outcome  5.1.2 | Grade 7  Specific Outcome  5.1.2 |
|---|---|
| **Adjust listening, viewing, and speaking behaviours according to the situation** | **Adjust listening, viewing, and speaking behaviours according to the situation** |

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

By the end of Grade 6 the student ...

5.1.2 c.  **Discusses differences in language use in a variety of school and community contexts**

May say:
"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?"

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

By the end of Grade 7 the student ...

5.1.2 c.  **Discusses differences in language use in a variety of school and community contexts**

May say:
"When I text, I use abbreviations all the time, but in my e-mail to the teacher I have to use regular words."

"When I talk to my grandma, I have to remember to not use so much street talk because she gets confused."

"When we write for the school newsletter, we have to remember who will be reading it, and make sure that our language is clear."

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

## 4 Specific Outcome 5.1.3

**Show appreciation to peers, and seek support from group members**

*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

role fulfillment: accepting responsibility

**General Example(s)**
   Assessment strategies may include:
   - establishing criteria
   - dialoguing
   - conferencing
   - collecting
   - recording
   - writing
   - communicating
   - reflecting
   - responding
   - predicting
   - using and giving feedback
   - observing
   - goal setting
   - describing
   - extending ideas
   - paraphrasing
   - interpreting
   - questioning
   - problem solving
   - managing
   - explaining
   - sorting essential and nonessential information ...

**Specific Outcome Links**
   Celebrate Special Occasions (5.2.3)

## 5 Specific Outcome 5.1.3

**Assess group processes using simple pre-established criteria, and determine areas 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

role fulfillment: accepting responsibility

**General Example(s)**
   Assessment strategies may include:
   - establishing criteria
   - dialoguing
   - conferencing
   - collecting
   - recording
   - writing
   - communicating
   - reflecting
   - responding
   - predicting
   - using and giving feedback
   - observing
   - goal setting
   - describing
   - extending ideas
   - paraphrasing
   - interpreting
   - questioning
   - problem solving
   - managing
   - explaining
   - sorting essential and nonessential information
   - tracking ...

**Specific Outcome Links**
   Celebrate Special Occasions (5.2.3)

# 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
    - 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)

# 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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**Grade 4  Specific Outcome  5.1.3**

**Show appreciation to peers, and seek support from group members**

**Grade 5  Specific Outcome  5.1.3**

**Assess group processes using simple pre-established criteria, and determine areas for development**

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| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

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

**5.1.3 a.  Participates in the development of criteria to evaluate group processes**

May say:
"Last time our whole group said that they had a hard time getting their parts of the project done on time. So we should make sure that using our time wisely is part of the criteria."

**5.1.3 b.  Assesses the effectiveness of the group processes using the set criteria**

May say:
"We need to look at who did all the work. On the T-chart, an effective group should have everyone doing a job. I don't think we were good at that."

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

**5.1.3 a.  Participates in the development of criteria to evaluate group processes**

May say:
"This is our second project together. Last time, we had one member present to the whole class. This time, let's try to use each of our skills in a group presentation. We could add that on our checklist - that all members need to present a part of the project."

**5.1.3 b.  Assesses the effectiveness of the group processes using the set criteria**

May say:
"In our dialogue journals, a few of us wrote about the problem of doing different things and not knowing all of the information. We solved the problem of incomplete information by dividing up the sources and all getting involved in reading the report and knowing the material before we presented this time. So that was better."

Northwest Territories Education, Culture and Employment

## Encourage, Support, and Work With Others
---
## Evaluate Group Processes

| Grade 6  Specific Outcome  5.1.3 | Grade 7  Specific Outcome  5.1.3 |
|---|---|
| **Assess personal contributions to group processes, set personal goals for enhancing work with others, and monitor group processes** | **Evaluate group processes and personal contributions according to pre-established criteria** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**5.1.3 a.  Participates in the development of criteria to evaluate group processes**

May say:
"On our rubric for the group project, we should make sure we have sections about solving problems and one about taking responsibilities or roles."

**5.1.3 b.  Assesses the effectiveness of the group processes using the set criteria**

May say:
"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..."

**5.1.3 a.  Participates in the development of criteria to evaluate group processes**

May say:
"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."

"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."

**5.1.3 b.  Assesses the effectiveness of the group processes using the set criteria**

May say:
"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."

"We did a great job of following our timeline. Everyone completed the task right on time. I think that's a 4, for sure."

# 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 4  Specific Outcome  5.1.3**

**Show appreciation to peers, and seek support from group members**

**Grade 5  Specific Outcome  5.1.3**

**Assess group processes using simple pre-established criteria, and determine areas for development**

---

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

By the end of Grade 4 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:
"Why doesn't it work for me?"

"Which of those the strategies can I use? Which one would work for this?"

"One thing I know about my questioning skills is..."

"I felt this way when..."

"I wonder if I change...will it be easier to learn this?"

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

By the end of Grade 5 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:
"One thing I know about my questioning skills is..."

"I felt this way when..."

"I wonder if I use a different strategy to learn this, will I have better luck with it?"

"What do I know about the way I learn?"

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Northwest Territories Education, Culture and Employment

**Encourage, Support, and Work With Others**

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## Evaluate Group Processes

| Grade 6 Specific Outcome 5.1.3 | Grade 7 Specific Outcome 5.1.3 |
|---|---|

**Grade 6 Specific Outcome 5.1.3**

**Assess personal contributions to group processes, set personal goals for enhancing work with others, and monitor group processes**

**Grade 7 Specific Outcome 5.1.3**

**Evaluate group processes and personal contributions according to pre-established criteria**

---

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 6 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:
"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?"

"What can I do to help my understanding of this topic?"

"Do I have a clear picture in my head?"

---

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 7 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 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."

"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."

# 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 4  Specific Outcome  5.1.3

**Show appreciation to peers, and seek support from group members**

## Grade 5  Specific Outcome  5.1.3

**Assess group processes using simple pre-established criteria, and determine areas for development**

---

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

**By the end of Grade 4 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:
"I really need to listen to the instructions, because in my reflection log, I always seem to be complaining about doing something a little bit different."

"On our group assessment sheet from our last project, none of us used our time wisely. So we need to put that as a goal for this time. Also, we would have finished our project if we had divided the jobs. Everyone being responsible for one piece has to be a goal too."

Journal entry may say:
"I think that the work we did with our project really helped the class see the problem of water pollution."

May say:
"We need to look at who did all the work."

"I don't think we used our time wisely."

"We would have finished our project if we had divided the jobs."

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

**By the end of Grade 5 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:
"I know that I like doing the easy jobs when I am put in a group. Some of my friends are getting mad at me, so this time I need to be involved in something more than just time keeping."

"I need to make sure I am on the same topic; sometimes I go off on a tangent."

"I sometimes forget to use encouraging words when I am in a group and get frustrated. I need to remember to calm down or take some time out."

"It is my responsibility to be on task and yet I struggle with that when I work with friends.  Next time I have to concentrate on the topic or I am affecting everyone else..."

**5.1.3 e.  Applies peer and/or group feedback about group processes**

May say:
"It's neat that you redid that part of the project about pollution and added some information about the different options that a mining company has to clean up their site. I remember that that was missing in your practice presentation and that some people had asked about it."

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Northwest Territories Education, Culture and Employment

**Encourage, Support, and Work With Others**

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## Evaluate Group Processes

| Grade 6 Specific Outcome 5.1.3 | Grade 7 Specific Outcome 5.1.3 |
|---|---|
| **Assess personal contributions to group processes, set personal goals for enhancing work with others, and monitor group processes** | **Evaluate group processes and personal contributions according to pre-established criteria** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| *By the end of Grade 6 the student ...* | *By the end of Grade 7 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,:
"Maybe our group should think about asking someone outside of our group to edit. We don't seem to be doing that well."

**5.1.3 e.  Applies peer and/or group feedback about group processes**

May say:
"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!"

**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:
"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."

"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."

"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."

**5.1.3 e.  Applies peer and/or group feedback about group processes**

May say:
"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."

"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."

# 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 4 Specific Outcome 5.1.3 | Grade 5 Specific Outcome 5.1.3 |
|---|---|
| **Show appreciation to peers, and seek support from group members** | **Assess group processes using simple pre-established criteria, and determine areas for development** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

5.1.3 e. **Applies peer and/or group feedback about group processes**

May say:
"We were really off task yesterday. What are we going to do today so that we can get the assignment done? Maybe we could split up into two groups and get different things done."

"My partner thinks that I am too quiet in the group and should say what I am thinking. So for this next group project, I am going to try to talk more."

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

## Evaluate Group Processes

| Grade 6  Specific Outcome  5.1.3 | Grade 7  Specific Outcome  5.1.3 |
|---|---|
| **Assess personal contributions to group processes, set personal goals for enhancing work with others, and monitor group processes** | **Evaluate group processes and personal contributions according to pre-established criteria** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| **By the end of Grade 6 the student ...** | **By the end of Grade 7 the student ...** |

5.1.3 .   Information is on previous page(s)

5.1.3 .   Information is on previous page(s)

**General Outcome:**

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

## 4  Specific Outcome  5.2.1

**Describe relationships between own and others' ideas and experiences**

**Specific Outcome Links**
  Express Ideas and Consider Others' Ideas (1.1.1)
  Respond to Various Texts (2.2.2)

## 5  Specific Outcome  5.2.1

**Acknowledge differing responses to common experiences**

**Specific Outcome Links**
  Express Ideas and Consider Others' Ideas (1.1.1)
  Respond to Various Texts (2.2.2)

## Share and Compare Responses

| | |
|---|---|
| **6 Specific Outcome 5.2.1** | **7 Specific Outcome 5.2.1** |
| **Compare personal ways of responding and thinking with those of others** | **Compare personal ways of responding and thinking with those of others** |
| **Specific Outcome Links**<br>   Express Ideas and Consider Others' Ideas (1.1.1)<br>   Respond to Various Texts (2.2.2) | **Specific Outcome Links**<br>   Express Ideas and Consider Others' Ideas (1.1.1)<br>   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.**

| | |
|---|---|
| **Grade 4 Specific Outcome 5.2.1**<br><br>**Describe relationships between own and others' ideas and experiences** | **Grade 5 Specific Outcome 5.2.1**<br><br>**Acknowledge differing responses to common experiences** |

| | |
|---|---|
| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |

| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
|---|---|
| **5.2.1 a. Describes similarities and differences between own and others' experiences**<br><br>*may choose to use graphic organizers to record similarities and differences<br><br>Suggested activities:<br>- circle talks<br>- conversations<br>- illustrations<br>- presentations<br>- displays<br>- journals<br>- letters<br>- stories<br>- books<br>- paintings<br>- posters<br>- newsletters<br>- newspaper articles<br>- cartoons ...<br><br>Graphic organizers may include:<br>- compare and contrast charts<br>- T-charts<br>- Venn diagrams<br>- same and different charts<br>- cluster maps ...<br><br>May say:<br>"I learned to make dry fish at camp last week. My mom let me practice at home, but she makes it a different way."<br><br>"I went hunting with my cousins in Holman. It was weird camping out on the ice overnight. I'm used to sleeping in our cabin in the bush." | **5.2.1 a. Describes similarities and differences between own and others' ideas**<br><br>*may choose to use graphic organizers to record similarities and differences<br><br>Suggested activities:<br>- circle talks<br>- conversations<br>- illustrations<br>- presentations<br>- displays<br>- journals<br>- letters<br>- stories<br>- books<br>- paintings<br>- posters<br>- newsletters<br>- newspaper articles<br>- cartoons<br>- Role-Audience-Format-Topic (RAFT) activities<br>- dialogue journals ...<br><br>Graphic organizers may include:<br>- compare and contrast charts<br>- T-charts<br>- Venn diagrams<br>- same and different charts<br>- cluster maps ...<br><br>May say:<br>"In our dialogue journal, my partner and I had different opinions about hunting. I think that it is OK to hunt as a hobby and my partner talks about over-hunting and hunting for survival purposes. I am interested in talking more with him about this."<br><br>**5.2.1 b. Offers constructive feedback**<br><br>May say:<br>"You did a good job getting the information from your grannie. The interview really helped us prove our point." |

Northwest Territories Education, Culture and Employment

## Share and Compare Responses

| Grade 6  Specific Outcome  5.2.1 | Grade 7  Specific Outcome  5.2.1 |
|---|---|

**Grade 6  Specific Outcome  5.2.1**

Compare personal ways of responding and thinking with those of others

**Grade 7  Specific Outcome  5.2.1**

Compare personal ways of responding and thinking with those of others

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

By the end of Grade 6 the student ...

5.2.1  a.  **Recognizes 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:
"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."

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

By the end of Grade 7 the student ...

5.2.1  a.  **Recognizes 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 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!"

# 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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**Grade 4  Specific Outcome  5.2.1**

**Describe relationships between own and others' ideas and experiences**

**Grade 5  Specific Outcome  5.2.1**

**Acknowledge differing responses to common experiences**

---

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

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

5.2.1 b.  **Begins to offer constructive feedback**

**"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.**

May say:
"I like the way you used speech balloons. I see what the woman is thinking but what is the man thinking about?"

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

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

5.2.1 c.  **Begins to recognize differing perspectives of common experiences**

**"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.**

*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
- dialogue journals ...

Graphic organizers may include:
- compare and contrast charts
- T-charts
- Venn diagrams
- same and different charts
- cluster maps ...

May say:
"We are writing an article about the contact that our ancestors had with the European explorers. We want to ask some Elders what they know and compare it to what we read in our class books."

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Northwest Territories Education, Culture and Employment

# Develop and Celebrate Community
---

| | |
|---|---|
| **Grade 6  Specific Outcome  5.2.1** | **Grade 7  Specific Outcome  5.2.1** |
| Compare personal ways of responding and thinking with those of others | Compare personal ways of responding and thinking with those of others |

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

**By the end of Grade 6 the student ...** / **By the end of Grade 7 the student ...**

**5.2.1 b.  Offers constructive feedback**

May say:
"The book you got the information from was written. Why don't you visit this web site? It has more accurate information ."

**5.2.1 c.  Begins to paraphrase others' ideas**

**"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.**

May say:
"I think that this article supports the sale of Coke in schools. The author is saying..."

"So are you saying that we should be turning down our iPods to save our hearing?"

**5.2.1 b.  Paraphrases ideas and summarizes others' responses**

May say:
"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."

"Most people at the meeting think our class gets too much homework."

**5.2.1 c.  Offers feedback on ways others communicate ideas**

May say:
"I liked the way you showed everybody's suggestions on that big chart."

"That was a good example you gave about hunting and helping our 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.**

| | |
|---|---|
| **Grade 4  Specific Outcome  5.2.1**<br><br>**Describe relationships between own and others' ideas and experiences** | **Grade 5  Specific Outcome  5.2.1**<br><br>**Acknowledge differing responses to common experiences** |

| | |
|---|---|
| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |

| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |
|---|---|
| **5.2.1  c.  Begins to describe similarities and differences between own and others' ideas**<br><br>**"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.**<br><br>*may choose to use graphic organizers to record similarities and differences<br><br>Suggested activities:<br>- circle talks<br>- conversations<br>- illustrations<br>- presentations<br>- displays<br>- journals<br>- letters<br>- stories<br>- books<br>- paintings<br>- posters<br>- newsletters<br>- newspaper articles<br>- cartoons ...<br><br>Graphic organizers may include:<br>- compare and contrast charts<br>- T-charts<br>- Venn diagrams<br>- same and different charts<br>- cluster maps ...<br><br>May say:<br>"I think that listening to loud music on your iPod can make you deaf, but my sister says that's not true." | **5.2.1  .  Information is on previous page(s)** |

Northwest Territories Education, Culture and Employment

## Share and Compare Responses

| | |
|---|---|
| **Grade 6  Specific Outcome  5.2.1** | **Grade 7  Specific Outcome  5.2.1** |
| Compare personal ways of responding and thinking with those of others | Compare personal ways of responding and thinking with those of others |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |
| 5.2.1 .   Information is on previous page(s) | 5.2.1 .   Information is on previous page(s) |

# General Outcome:

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

## 4 Specific Outcome 5.2.2

**Develop an awareness 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)

## 5 Specific Outcome 5.2.2

**Describe how diversity is honoured and celebrated**

*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)

Northwest Territories Education, Culture and Employment

## Appreciate Diversity

# 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)

## 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 4 Specific Outcome 5.2.2**<br><br>**Develop an awareness of diversity** | **Grade 5 Specific Outcome 5.2.2**<br><br>**Describe how diversity is honoured and celebrated** |

| | |
|---|---|
| **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** | **Learning Outcomes &**<br>**Corresponding Illustrative Example(s)** |
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 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 Phys Ed we learned the games that will be played at the Arctic Winter Games. I am competing in... My Dad is proud of me because he says it is a game of strength and being good at it will prepare me. What does it mean, 'it will prepare me'? - prepare me for what?"

---

**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:
"Why are the dances different in every culture? Last year the Holman Dancers came and their dances were different from the dances we often see the MacKenzie Drummers do on TV. But that's not how my family does it either. We... What do the dances mean?"

**5.2.2 c.** **Describes how cultures, ideas, and diversity are honoured and celebrated**

*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:
"I need to talk to others who have different opinions from mine because I am confused. We celebrate others by listening to their ideas."

# Develop and Celebrate Community
---

## Appreciate Diversity

| Grade 6  Specific Outcome  5.2.2 | Grade 7  Specific Outcome  5.2.2 |
|---|---|
| **Develop an opinion about diversity** | **Identify and describe barriers to the acceptance or honouring of diversity** |

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

**By the end of Grade 6 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 7 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.**

| Grade 4  Specific Outcome  5.2.2 | Grade 5  Specific Outcome  5.2.2 |
|---|---|
| **Develop an awareness of diversity** | **Describe how diversity is honoured and celebrated** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**5.2.2  c.  Uses questions and conversations to develop an awareness of own and other cultures and ways of life**

*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 don't live near my grandparents. If they are supposed to be the ones who teach us about our stories and our culture, who does that for me?"

"I noticed that many of the NWT cultures use the drum. My culture does too. When we did that unit on drumming with the Elders, we were talking about what the drum means in the Dene culture. I think..."

**5.2.2  d.  Begins to develop an opinion about diversity**

**"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.**

*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:
"Why do people speak different languages?"

"Why do we need two languages?"

"Why isn't school in the same language as my Mom speaks? I think maybe it should be."

Northwest Territories Education, Culture and Employment

# Develop and Celebrate Community
---
## Appreciate Diversity

| Grade 6  Specific Outcome  5.2.2 | Grade 7  Specific Outcome  5.2.2 |
|---|---|
| **Develop an opinion about diversity** | **Identify and describe barriers to the acceptance or honouring of diversity** |

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

**By the end of Grade 6 the student ...**

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

**By the end of Grade 7 the student ...**

5.2.2 c.  **Develops an opinion about diversity**

*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..."

5.2.2 c.  **Discusses issues related to, or barriers blocking, the acceptance or honouring of diversity**

*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.**

| Grade 4  Specific Outcome  5.2.2 | Grade 5  Specific Outcome  5.2.2 |
|---|---|
| **Develop an awareness of diversity** | **Describe how diversity is honoured and celebrated** |

| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| **By the end of Grade 4 the student ...** | **By the end of Grade 5 the student ...** |

**5.2.2  d.  Begins to describe how cultures, ideas, and diversity are honoured and celebrated**

**"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.**

*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:
"I think we celebrate others by listening to their stories and trying their foods, not laughing at their clothing..."

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

Northwest Territories Education, Culture and Employment

# Develop and Celebrate Community
---
## Appreciate Diversity

| Grade 6  Specific Outcome  5.2.2 | Grade 7  Specific Outcome  5.2.2 |
|---|---|
| **Develop an opinion about diversity** | **Identify and describe barriers to the acceptance or honouring of diversity** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**5.2.2 d.**  **Begins to discuss issues related to, or barriers blocking, the acceptance or the honouring of diversity**

**"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.**

\*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."

**5.2.2 d.**  **Suggests issues of diversity beyond the local community**

\*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.

## 4  Specific Outcome  5.2.3

**Select and use appropriate language and form to celebrate within and beyond the classroom**

*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)

## 5  Specific Outcome  5.2.3

**Explore 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)

Northwest Territories Education, Culture and Employment

## Celebrate Special Occasions

# 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)

# 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 4  Specific Outcome  5.2.3** | **Grade 5  Specific Outcome  5.2.3** |
| **Select and use appropriate language and form to celebrate within and beyond the classroom** | **Explore how context influences the selection of language and form when celebrating** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

**Grade 4**

5.2.3 a.  **Selects and uses appropriate language and form to celebrate others, special events, and accomplishments**

*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,
-  artist in the school
- author's chair
- displays, banners
- school newspaper
- presentations
- assemblies
- group stories
- role plays
- dramatizations
- recitals, readings, gallery walks
- celebration wall, murals, bulletin board displays
- publishing parties
- cards and letters of congratulation or appreciation
- authors' night
- brown bag lunches ...

May say, "Since we are finishing a unit on the differences between the three northern territories, why don't we have a drum dance celebration and show the community what the differences are?"

**Grade 5**

5.2.3 a.  **Selects and uses appropriate language and form to celebrate others, special events, and accomplishments**

*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,
-  artist in the school
- author's chair
- displays, banners
- school newspaper
- presentations
- assemblies
- group stories
- role plays
- recitals, readings, gallery walks
- celebration wall, murals, bulletin board displays
- publishing parties
- cards and letters of congratulation or appreciation
- authors' night
- brown bag lunches ...

May say:
"Since we are finishing a unit on the differences between the three northern territories, why don't we have a drum dance celebration and show the community what the differences are?"

Northwest Territories Education, Culture and Employment

# Develop and Celebrate Community
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| Grade 6 Specific Outcome 5.2.3 | Grade 7 Specific Outcome 5.2.3 |
|---|---|
| Explain how context influences the selection of language and form when celebrating | Select and use context-appropriate language and form to celebrate events and accomplishments |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**5.2.3 a. Explains how context influences the selection of appropriate language and form to honour and celebrate others**

*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
- author's chair
- displays
- school newspaper
- presentations
- assemblies
- artist in the school
- group stories
- role plays
- 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 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."

**5.2.3 a. Explains how context influences the selection of appropriate language and form to honour and celebrate others**

*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 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."

# 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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**Grade 4  Specific Outcome  5.2.3**

**Select and use appropriate language and form to celebrate within and beyond the classroom**

**Grade 5  Specific Outcome  5.2.3**

**Explore how context influences the selection of language and form when celebrating**

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| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|

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

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

5.2.3 b.  **Offers personal and academic strengths to others within and beyond the classroom community**

May say:
"Our display about our Territory should be offered to the library to decorate their entrance."

"Maybe the town/band council would like us to prepare an evening of the dances that we learned for the delegates that are coming to visit our community."

5.2.3 b.  **Offers personal and academic strengths to others within and beyond the classroom community**

May say:
"I am going to be volunteering for story time at the library."

"My family is responsible for the readings at church this Sunday. I am going to do one too."

Northwest Territories Education, Culture and Employment

# Develop and Celebrate Community
---
## Celebrate Special Occasions

| | |
|---|---|
| **Grade 6  Specific Outcome  5.2.3** | **Grade 7  Specific Outcome  5.2.3** |
| **Explain how context influences the selection of language and form when celebrating** | **Select and use context-appropriate language and form to celebrate events and accomplishments** |

| | |
|---|---|
| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

**5.2.3 b.  Selects and uses appropriate language and form to celebrate others, special events, and accomplishments**

\*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
- role plays
- 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:
"Congratulations on winning the banner at Super Soccer. You guys really worked hard."

**5.2.3 b.  Selects and uses appropriate language and form to celebrate others, special events and accomplishments**

\*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'm going to put an announcement on the radio to congratulate all the people who raised money for the Terry Fox Run."

# 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 4  Specific Outcome  5.2.3** | **Grade 5  Specific Outcome  5.2.3** |
|---|---|
| **Select and use appropriate language and form to celebrate within and beyond the classroom** | **Explore how context influences the selection of language and form when celebrating** |

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| **Learning Outcomes & Corresponding Illustrative Example(s)** | **Learning Outcomes & Corresponding Illustrative Example(s)** |
|---|---|
| By the end of Grade 4 the student ... | By the end of Grade 5 the student ... |

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

**5.2.3  c.   Begins to explain how context influences the selection of appropriate language and form to honour and celebrate others**

**"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.**

\*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, artist in the school
- displays, banners
- school newspaper
- presentations, assemblies
- group stories
- recitals, readings, gallery walks
- celebration wall, murals, bulletin board displays
- publishing parties, authors' night
- cards and letters of congratulation or appreciation
- brown bag lunches ...

May say:
"When I explain my project to the judges I need to remember to use specific words, not things like 'cool' and 'awesome'."

Northwest Territories Education, Culture and Employment

## Celebrate Special Occasions

| Grade 6 Specific Outcome 5.2.3 | Grade 7 Specific Outcome 5.2.3 |
|---|---|
| **Explain how context influences the selection of language and form when celebrating** | **Select and use context-appropriate language and form to celebrate events and accomplishments** |

| Learning Outcomes & Corresponding Illustrative Example(s) | Learning Outcomes & Corresponding Illustrative Example(s) |
|---|---|
| By the end of Grade 6 the student ... | By the end of Grade 7 the student ... |

5.2.3 c. **Begins to recognize the value of own contribution to many communities**

**"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.**

May say:
"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."

5.2.3 c. **Recognizes the value of own contribution to many communities**

May say:
"I am good at looking after little kids, so I'm going to volunteer to baby-sit for the Grade 6 Authors' Night."

"I'm good at designing posters so I am going to help the Brownies advertise their bake sale."