

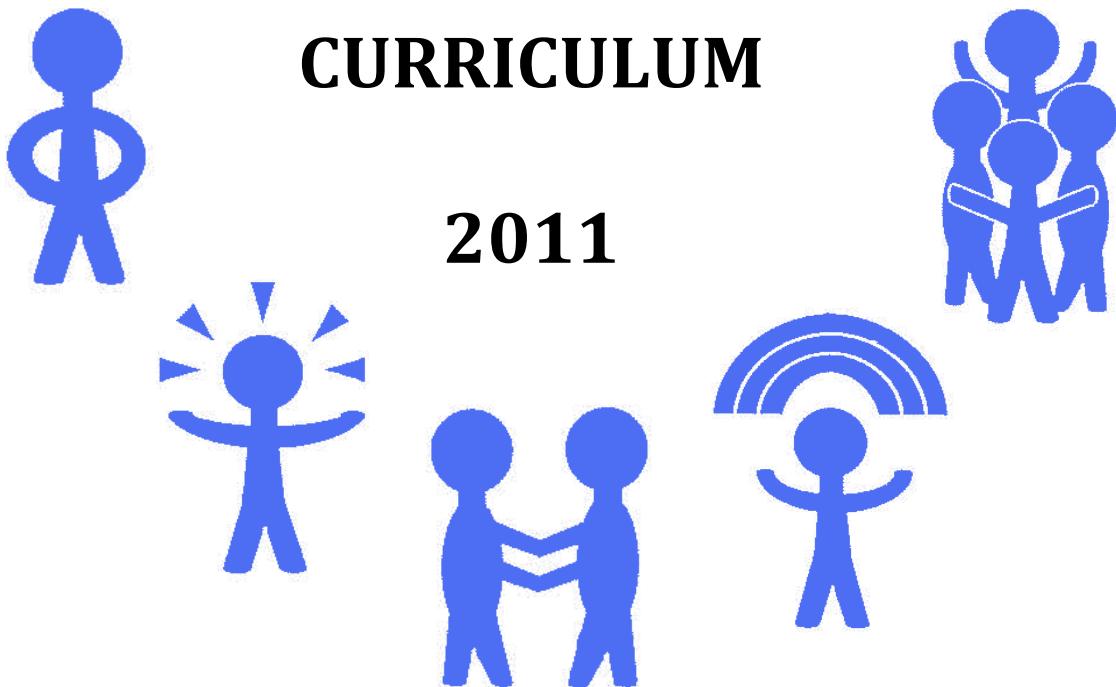
**NORTHWEST TERRITORIES**

**Kindergarten to Grade 3**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**2011**





# ACKNOWLEDGEMENTS

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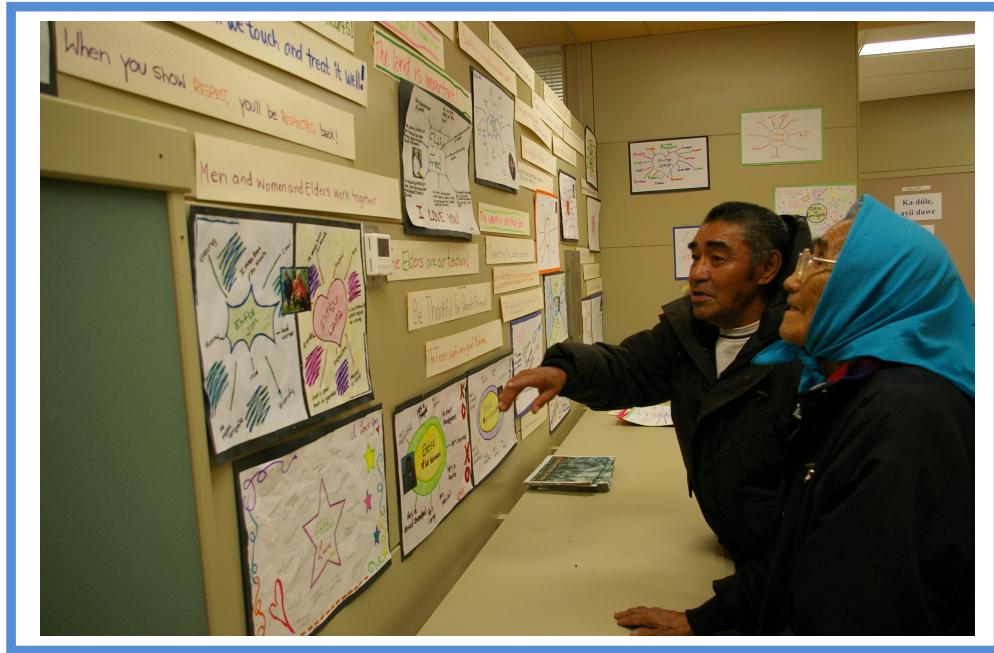


# **NORTHWEST TERRITORIES**

## **Kindergarten to Grade 3**

### **ENGLISH LANGUAGE ARTS**

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





## English Language Arts History with WNCP

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

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

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

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



## English Language Arts in the NWT

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

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

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

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

We believe:

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

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

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

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



## The NWT Context for English Language Arts

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

Because, indeed, peace comes in many languages”

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

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

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

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

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

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

# English Language Arts

## **The Nature of Language**

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

## **Language Acquisition and Development**

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

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

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

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



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

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

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

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

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

## Language Learning: A Shared Responsibility

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

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



## The Importance of Language

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

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

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

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

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

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

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

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



## Thinking and Learning Through Language

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

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

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

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

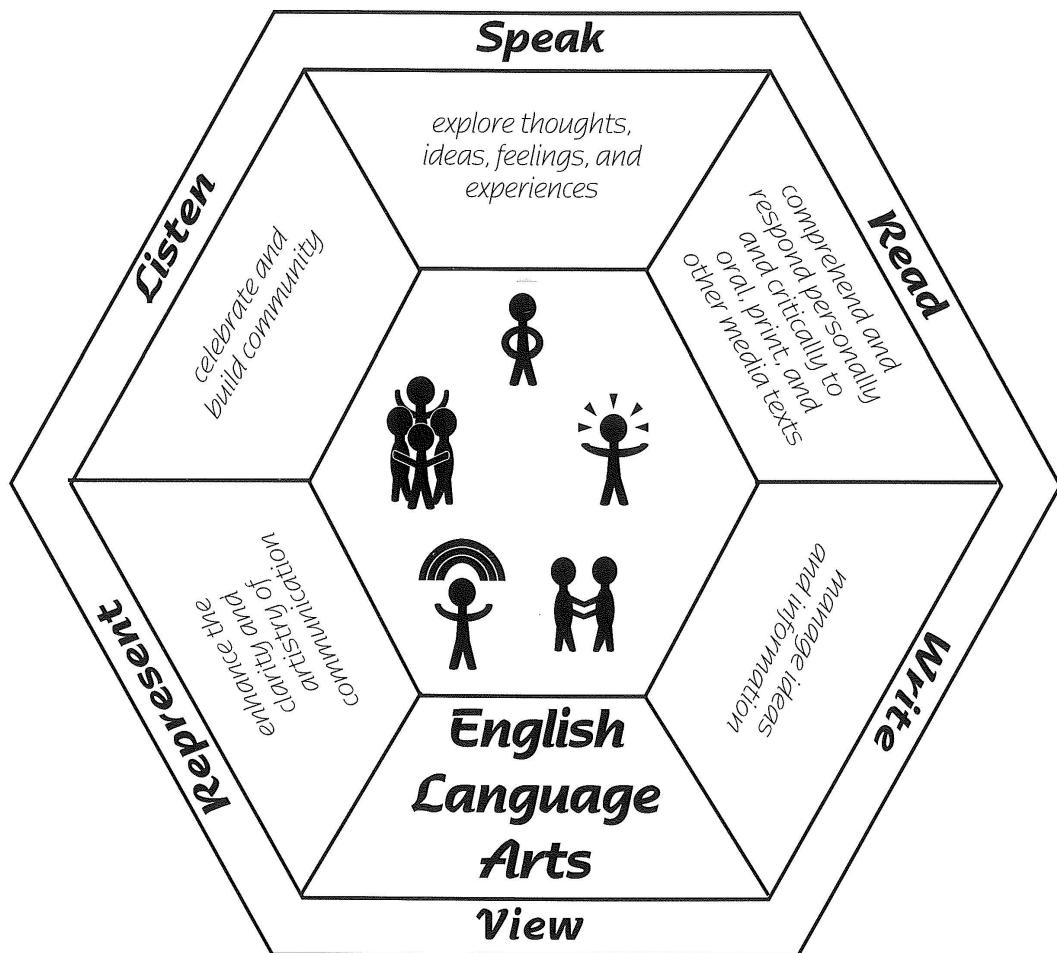
**All the language arts are interrelated and interdependent; facility in one strengthens and supports the others.** In the outcomes of this WNCP ELA Curriculum Framework, the six language arts are integrated.

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

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

## Organizational Framework

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



## Translating the ELA Curriculum into Practice

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

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

The NWT ELA Curriculum is:

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

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

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

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

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

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

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

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

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

## The Optimal Learning Model

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

Regie Routman.(2007). *Teaching Essentials*

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

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

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



## The ELA Curriculum As An Assessment and Evaluation Tool

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



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

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

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

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

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

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

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

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



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

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

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



# **NORTHWEST TERRITORIES**

## **Kindergarten to Grade 3**

### **ENGLISH LANGUAGE ARTS**

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





# ELA Curriculum Framework

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



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



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



General Outcome 3: Students will listen, speak, read, write, view, and represent **to plan and focus an inquiry or research and interpret and analyze information, through a process.**



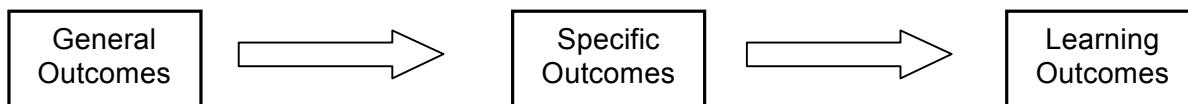
General Outcome 4: Students will listen, speak, read, write, view, and represent **to clarify and enhance oral, written, and visual forms of communication, through a process.**



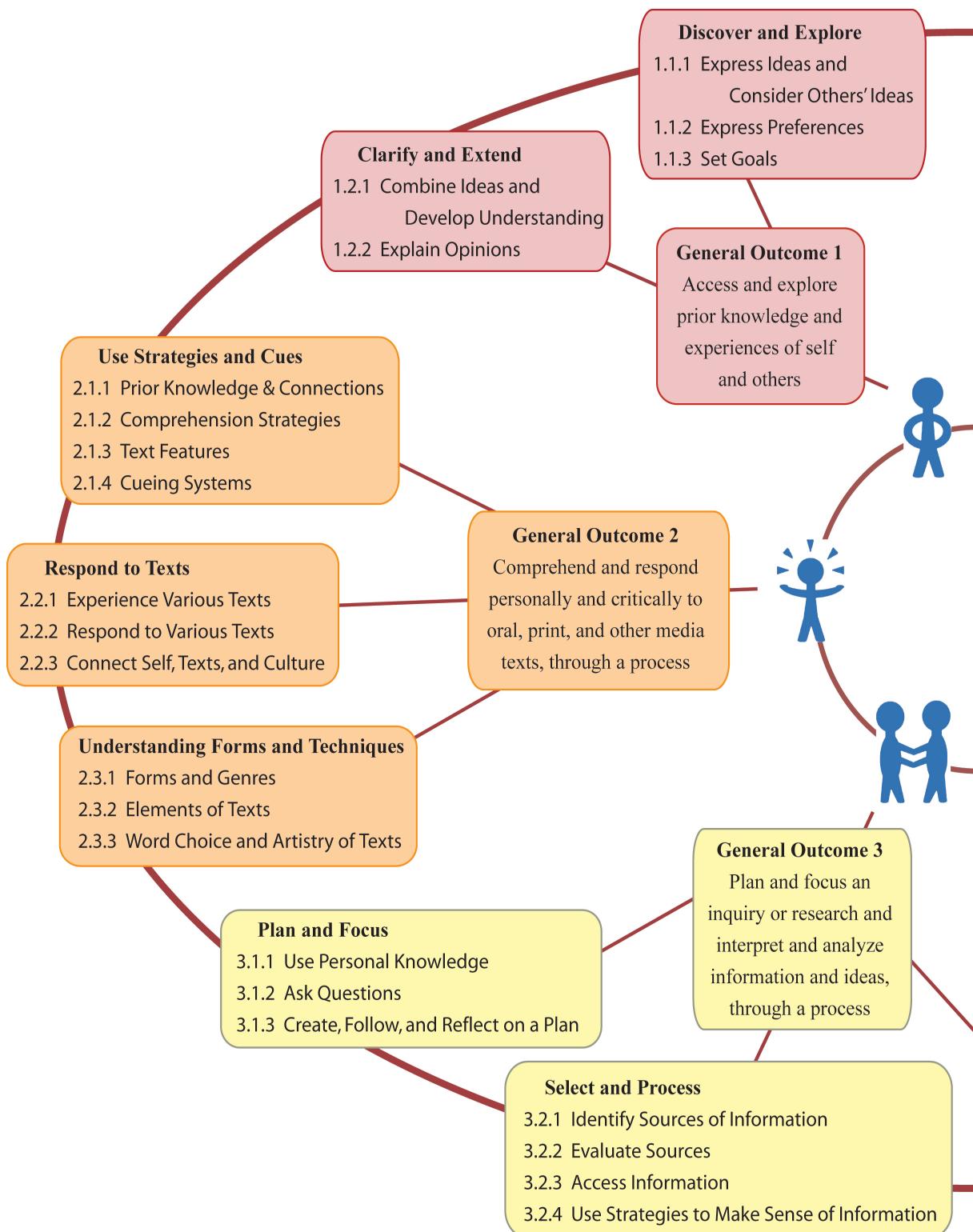
General Outcome 5: Students will listen, speak, read, write, view, and represent **to celebrate and build community within the home, school, workplace, and wider society.**

## **NWT ELA Curriculum Organizational Framework**

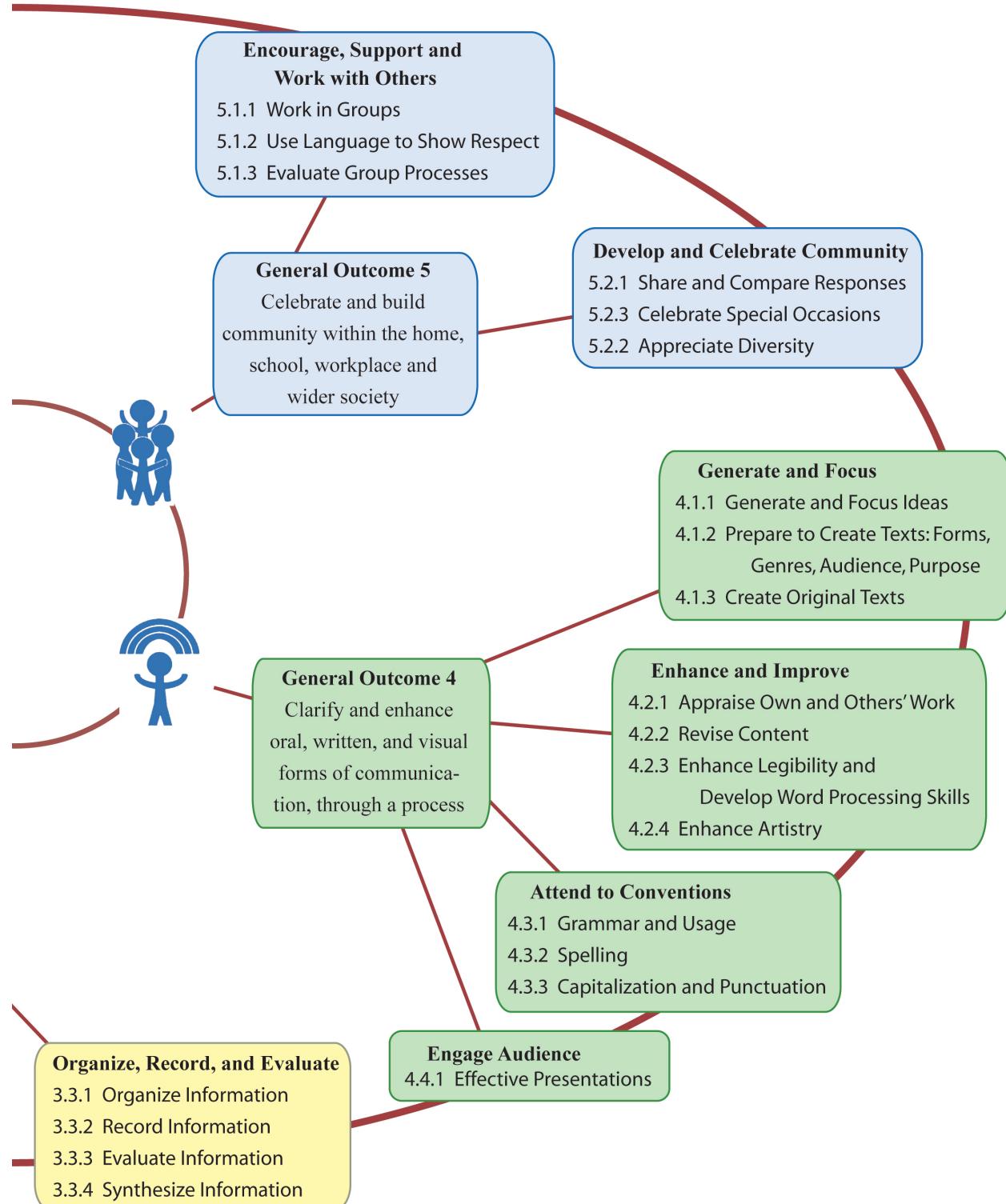
Specific Outcomes (SO) were derived from the General Outcomes (GO) of the WNCP ELA Framework. In the NWT ELA Curriculum, the Specific Outcomes are further detailed as the measurable Learning Outcomes (LO).



# Curriculum



## at a Glance





**NORTHWEST TERRITORIES**

**Kindergarten to Grade 3**

**ENGLISH LANGUAGE ARTS**

**Section 3:  
K-3 English Language Arts Continuum**





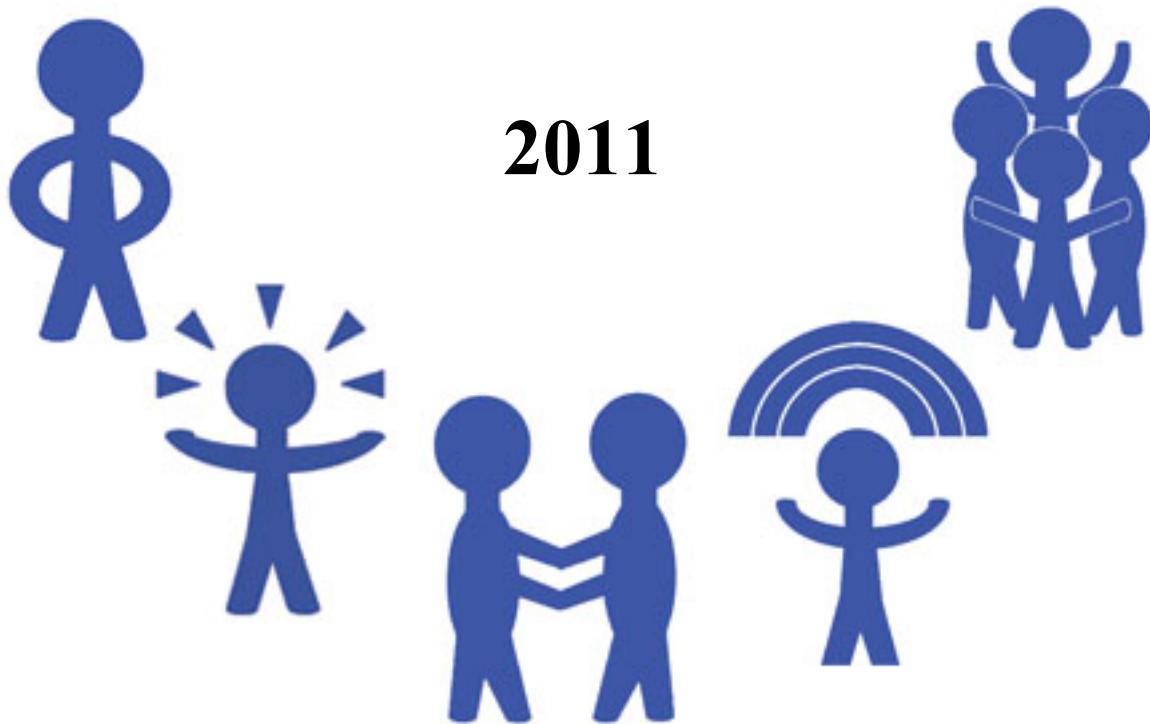
**NORTHWEST TERRITORIES**

**KINDERGARTEN TO GRADE 3**

**ENGLISH LANGUAGE ARTS**

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**GENERAL OUTCOME 1**

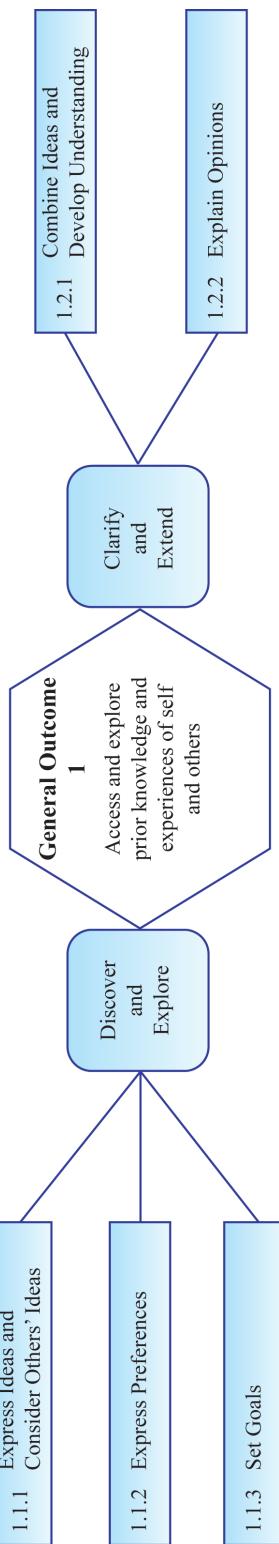
**General Outcome 1**

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

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

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

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



## General Outcome:

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

### K Specific Outcome 1.1.1

**Talk about and/or represent self, and listen to others**

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

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

#### General Example(s)

Examples may include:

- conversations
- exploratory talk
- play
- sharing circles
- celebrations
- centres
- inquiry
- dramatizations
- prompted activities
- artistic representations
- journals
- think-alouds
- text explorations
- responses
- representations
- appropriate questions and comments ...

#### 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)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

### 1 Specific Outcome 1.1.1

**Talk about and/or represent self, listen to others, and demonstrate curiosity**

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

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

#### General Example(s)

Examples may include:

- conversations
- exploratory talk
- play
- sharing circles
- celebrations
- centres
- inquiry
- dramatizations
- prompted activities
- artistic representations
- journals
- think-alouds
- text explorations
- directed reading activities
- responses
- representations
- appropriate questions and comments
- reflections ...

#### 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)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

**Express Ideas and Consider Others' Ideas****2 Specific Outcome 1.1.1****Use conversation to explore personal understanding**

- \*It is important to be sensitive to cultural conventions when inviting students to interact.
- \*It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

**General Example(s)**

Examples may include:

- exploratory talk
- play
- sharing circles
- celebrations
- centres
- inquiry
- dramatizations
- prompted activities
- artistic representations
- journals
- think-alouds
- text explorations
- responses
- representations
- appropriate questions and comments
- reflections
- predictions
- verifications ...

**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)
- Use Language to Show Respect (5.1.2)
- Share and Compare Responses (5.2.1)

**3 Specific Outcome 1.1.1****Use conversation to explore personal understanding**

- \*It is important to be sensitive to cultural conventions when inviting students to interact.
- \*It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

**General Example(s)**

Examples may include:

- exploratory talk
- play
- sharing circles
- celebrations
- centres
- inquiry
- dramatizations
- prompted activities
- artistic representations
- think-alouds
- text explorations
- responses
- representations
- appropriate questions and comments
- predictions
- verifications
- reflections
- explanation
- journals (response logs, dialogue journals, two-way journals, dual entry journals) ...

**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)
- Use Language to Show Respect (5.1.2)
- Share and Compare Responses (5.2.1)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 1.1.1</b></p> <p><b>Talk about and/or represent self, and listen to others</b></p>	<p><b>Grade 1 Specific Outcome 1.1.1</b></p> <p><b>Talk about and/or represent self, listen to others, and demonstrate curiosity</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>1.1.1 a. Talks about and/or represents personal experiences, feelings, opinions, and familiar events (from oral, print, and other media texts)</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- family</li><li>- community</li><li>- school</li><li>- occasions</li><li>- celebrations ...</li></ul> <p>May say:</p> <p>"I used the tape recorder to talk about my family's trip to the bush on Saturday. You can hear my story in the listening centre."</p> <p><b>1.1.1 b. Begins to respond to others' experiences and feelings through conversation</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say:</p> <p>"He is not happy. Why?"</p> <p>"Her grandmother told us about skinning the beaver. I have never done that. It must be hard."</p> <p>"I painted him mad, because the man in the story hurt his friend's feelings."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>1.1.1 a. Talks about and/or represents personal experiences, feelings, opinions, and familiar events (from oral, print, and other media texts)</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- family</li><li>- community</li><li>- school</li><li>- occasions</li><li>- celebrations ...</li></ul> <p>May say:</p> <p>"My friend and I painted pictures about the opening of the new school when we were in that centre."</p> <p><b>1.1.1 b. Responds to others' experiences and feelings through conversation</b></p> <p>May say:</p> <p>"We made a puppet play to show how we feel about... "</p> <p>"In our centre we wrote a letter to thank..."</p> <p>"We decided to build a teepee because that's what we learned we needed when my grampa visited our class."</p> <p>"In my journal, I made a list of all the feelings I had while you read that story to us."</p>

Express Ideas and Consider Others' Ideas

**Grade 2 Specific Outcome 1.1.1**

**Use conversation to explore personal understanding**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

1.1.1 a. **Talks about and/or represents personal observations, experiences, feelings, opinions, and familiar events (from oral, print, and other media texts)**

May say:

"Lots of us are excited when a baby is born; even when it isn't our family's new baby."

"I think people like babies because..."

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

May say:

"I thought community meant the next town. But if we can belong to more than one community, what community do I belong to then?"

"In my family, we don't celebrate Thanksgiving like they do in that story. We just have a big feast. Why don't we do it all the same?"

**Grade 3 Specific Outcome 1.1.1**

**Use conversation to explore personal understanding**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

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

May say:

"You said that it takes a caterpillar a long time here to turn into a butterfly. What about the warble fly? It cocoons too. How long does it take to be a fly?"

"You brought caterpillars with you to school. I had one in a jar once and my grandmother told me to let it go because it takes the caterpillar a long time to become a butterfly here. When you read that book, did it say how long it takes them to be butterflies in other parts of Canada?"

"My pen pal says it's hot there today. It isn't hot here."

1.1.1 b. **Begins to reflect upon personal understandings to reach tentative conclusions**

**"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.**

May say:

"I think that the kids in the story are guilty of setting the trap for the teacher because they all watched and laughed as she fell into mud."

"So, people in the south could make material out of plants, like cotton, or paper, like we did when we recycled. What plants do we have here that we can make into material or paper? We should try to make some."

**General Outcome:**

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

<b>Kindergarten Specific Outcome 1.1.1</b> <b>Talk about and/or represent self, and listen to others</b>	<b>Grade 1 Specific Outcome 1.1.1</b> <b>Talk about and/or represent self, listen to others, and demonstrate curiosity</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>1.1.1 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>1.1.1 c. Begins to ask questions and/or express interest in observations, new ideas, information, and experiences to explore personal understandings</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "Why do some people worry about how many caribou we kill on a hunt?"</p> <p>"On Thanksgiving, my mom always looks sad. When I ask her why, she tells me about missing her mom."</p> <p>"How does your family celebrate birthdays?"</p> <p>"Why does your family always camp on that side of the lake?"</p> <p>"Where does your family come from?"</p>

## Discover and Explore

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### Express Ideas and Consider Others' Ideas

#### Grade 2 Specific Outcome 1.1.1

Use conversation to explore personal understanding

#### Grade 3 Specific Outcome 1.1.1

Use conversation to explore personal understanding

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

1.1.1 . Information is on previous page(s)

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

1.1.1 . Information is on previous page(s)

## General Outcome:

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

### K Specific Outcome 1.1.2

Express text preferences (oral, print, and other media)

\*Preferences may include:

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

#### General Example(s)

Suggested activities:

- conversations
- centres
- story time
- picture graphs
- reenactments
- journals
- T-charts
- diagrams
- art
- models
- story telling
- role playing
- show and tell ...

#### 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)

### 1 Specific Outcome 1.1.2

Express and explain text preferences (oral, print, and other media)

\*Preferences may include:

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

#### General Example(s)

Suggested activities:

- conversations
- centres
- show and tell
- book presentations
- author's chair
- poetry recitals
- reading responses
- story time
- picture graphs
- reenactments
- journals
- T-charts
- diagrams
- art
- models ...

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

**Express Preferences****2 Specific Outcome 1.1.2**

**Express and explain text preferences (oral, print, and other media)**

\*Preferences may include:

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

**General Example(s)**

Suggested activities:

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

**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)

**3 Specific Outcome 1.1.2**

**Explain examples of text preferences (oral, print, and other media)**

\*Preferences may include:

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

**General Example(s)**

Suggested activities:

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

**Specific Outcome Links**

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 1.1.2</b></p> <p><b>Express text preferences (oral, print, and other media)</b></p>	<p><b>Grade 1 Specific Outcome 1.1.2</b></p> <p><b>Express and explain text preferences (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>1.1.2 a. Talks about favourite texts</b></p> <p>May say: "I like Franklin!"</p> <p>"I'm going to get a Dora DVD on the weekend."</p> <p>"I want to hear the story about the white buffalo again."</p> <p>"Can we sing the song while we read the book? That's the best part!"</p> <p><b>1.1.2 b. Begins to choose texts of personal interest (oral, print, and other media), with guidance</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "I want to read the Rosie book. It's funny."</p> <p>"My favourite book in our library is..."</p> <p>"The best Three Little Pigs story is the one where the wolf is good."</p> <p>"I want to take out a book about airplanes. Can you help me find one in the library?"</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>1.1.2 a. Talks about favourite texts</b></p> <p>May say: "I like books about dinosaurs. The one my mom read to me last night has a big 3-D T-Rex right in the middle. It has great big teeth."</p> <p>"I like the story about the three hills that my grampa tells."</p> <p>"We watched that movie Stewart Little three times. It's really cool when he is in that red car. I might get one for Christmas."</p> <p><b>1.1.2 b. Chooses appropriate texts of personal interest (oral, print, and other media), with guidance</b></p> <p>May say: "I always take books about dinosaurs out of the library."</p> <p>"When I have money to go to the book fair I buy an I Spy, every year."</p> <p>"I like the Find Waldo books. My mom and I do them together and I always find him first!"</p> <p>"I like the Amy books because I can read them all by myself."</p> <p><b>1.1.2 c. Explains why a particular text is preferred (oral, print, and other media)</b></p> <p>May say: "My favourite book in our library is...because..."</p> <p>"The best Three Little Pigs story is the one where the wolf is good."</p> <p>"I like Are You My Mother? because I like how the baby keeps asking all those different animals."</p>

Express Preferences

<p><b>Grade 2 Specific Outcome 1.1.2</b></p> <p><b>Express and explain text preferences (oral, print, and other media)</b></p>	<p><b>Grade 3 Specific Outcome 1.1.2</b></p> <p><b>Explain examples of text preferences (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>1.1.2 a. Chooses appropriate texts of personal interest (oral, print, and other media), with guidance</b></p> <p>Can select with support:  - texts that can be read independently (for DEAR time, reading workshop, book baskets ...)  - visual and oral texts with appropriate content that can be easily understood</p> <p>May say:  "Can I read the first page of this to you to be sure I can do it myself?"</p> <p>"Where are some books I can read about bears?"</p> <p>"Will you help me find another book about Little Bear?"</p> <p>"I want a book like his. Can you help me?"</p> <p>"Can we watch this DVD? It's about animal babies."</p> <p><b>1.1.2 b. Explains why different oral, print and other media texts are preferred</b></p> <p>May say:  "I like stories better than informational texts because I like to read about people doing things and going on adventures."</p> <p>"I like watching the movie Curious George, but the book is hard to read."</p> <p>"I want to go to the tipi and listen to the Elders tell stories. When they speak, I can make the pictures in my brain."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>1.1.2 a. Chooses appropriate texts of personal interest (oral, print, and other media)</b></p> <p>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</p> <p>May say:  "I think this book about northern plants might be too hard for us to read. Can you help us?"</p> <p>"This book is easy to read and it has lots of good information in the charts and diagrams."</p> <p>"Let's ask Mrs. Fwasi if she knows any good stories about how they used birch bark."</p> <p><b>1.1.2 b. Explains personal preferences with examples of preferred texts (oral, print, and other media)</b></p> <p>May say:  "My favourites include all the Disney movies because..."</p> <p>"I like the Captain Underpants and the Munsch books because they make me laugh."</p> <p>"I don't like poems, unless they are like RAP music. Then I feel like I can make a dance for them."</p> <p>"I always want movies about animals, like Stewart Little, Charlotte's Web, Good Boy..."</p> <p>"Let's make a recipe book of desserts; those are the best!"</p>

**General Outcome:**

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

<p><b>Kindergarten Specific Outcome 1.1.2</b></p> <p><b>Express text preferences (oral, print, and other media)</b></p>	<p><b>Grade 1 Specific Outcome 1.1.2</b></p> <p><b>Express and explain text preferences (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p>1.1.2 c. <b>Begins to explain why a particular text is preferred (oral, print, and other media)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say:</p> <p>"Can you read The Hungry Caterpillar please? I like the holes in the book."</p> <p>"I want to see that Robert Munsch movie again. You know, it's the one where the dad falls asleep and walks around outside. It is so funny!"</p> <p>"Can we have Tommy's grandma come for story time again? I like listening to her stories."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p>1.1.2 . <b>Information is on previous page(s)</b></p>

Express Preferences

<p><b>Grade 2 Specific Outcome 1.1.2</b></p> <p><b>Express and explain text preferences (oral, print, and other media)</b></p>	<p><b>Grade 3 Specific Outcome 1.1.2</b></p> <p><b>Explain examples of text preferences (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p>1.1.2 c. <b>Begins to explain preferences for a particular medium (oral, print, or other media texts)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "I like it when you read to us; I don't like reading it myself."</p> <p>"I don't like the listening centre; I want to watch it on the DVD."</p> <p>"When we see the Franklin tapes, I like them more than when we read Franklin books. It is better when it is real and Franklin moves."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p>1.1.2 c. <b>Explains preferences for a particular medium (oral, print, or other media texts)</b></p> <p>May say: "In my journal I drew what I imagined the ogre looked like. I guess that I like to make my own pictures, so that is why I like to be read to."</p> <p>"You said songs were like poems, but I like the songs better. I don't hear the music when we read poems."</p> <p>"Charlie and the Chocolate Factory wasn't the same in the movie. When you read it to us, I didn't think he would look like that. I think I like the book better. And, the same things didn't happen, like..."</p> <p>"I want to use the map on the computer, not the one in the book. The computer lets me zoom in and out."</p>

**General Outcome:**

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

**K Specific Outcome 1.1.3****Participate in classroom activities**

\*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

**1 Specific Outcome 1.1.3****Choose to engage in classroom activities**

\*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

**Set Goals****2 Specific Outcome 1.1.3**

**Reflect about self as reader, writer, viewer, listener, speaker, and represente**r

\*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
- rating scales ...

**3 Specific Outcome 1.1.3**

**Use reflections about self as language user to set goals**

\*Language use includes all six language arts.

\*Receiving language process stages may include:

- pre-reading/listening/viewing
- reading/listening/viewing
- responding
- exploring
- 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
- rating scales ...

**General Outcome:**

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

<b>Kindergarten Specific Outcome 1.1.3</b> <b>Participate in classroom activities</b>	<b>Grade 1 Specific Outcome 1.1.3</b> <b>Choose to engage in classroom activities</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>1.1.3 a. Expresses desire to read, view and/or listen</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- requests multiple readings of a text</li><li>- requests to take book home</li><li>- requests reading time</li><li>- brings books from home</li><li>- orders books ...</li></ul> <p>May say: "When I am big, I will read..."</p> <p><b>1.1.3 b. Talks about what has been read, heard and/or viewed</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- book talks</li><li>- author's chair</li><li>- illustrator's chair</li><li>- book worms</li><li>- listening centres</li><li>- reader's response activities</li><li>- reading conferences ...</li></ul> <p>May say: "This book makes me feel..."</p> <p>"This book reminds me of..."</p> <p>"I like this book because..."</p> <p>"The video of the book we heard last week was exciting. I liked..."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>1.1.3 a. Chooses to talk, read, write, and represent with others</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- shared reading and writing activities</li><li>- interactive writing</li><li>- modeled writing</li><li>- reading and writing conferences</li><li>- buddy reading and writing</li><li>- home reading and writing</li><li>- reading or writing centres ...</li></ul> <p><b>1.1.3 b. Chooses to talk, read, write, and represent for others</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- authentic reading and writing</li><li>- readers' theatre</li><li>- author's chair</li><li>- book talks</li><li>- letters</li><li>- invitations</li><li>- requests</li><li>- thank-you notes</li><li>- lists</li><li>- stories</li><li>- presentations ...</li></ul>

Set Goals

**Grade 2 Specific Outcome 1.1.3**

**Reflect about self as reader, writer, viewer, listener, speaker, and presenter**

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

**By the end of Grade 2 the student ...**

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

Suggested activities:

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

May say:

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

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

"What did I do that helped me be a better listener? I paid attention to the speaker, and thought about what she said."

See:

Synthesize Information (3.3.4)  
Evaluate Group Processes (5.1.3)

**Grade 3 Specific Outcome 1.1.3**

**Use reflections about self as language user to set goals**

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

**By the end of Grade 3 the student ...**

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

Suggested activities:

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

May say:

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

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

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

See:

Synthesize Information (3.3.4)  
Evaluate Group Processes (5.1.3)

**General Outcome:**

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

<b>Kindergarten Specific Outcome 1.1.3</b> <b>Participate in classroom activities</b>	<b>Grade 1 Specific Outcome 1.1.3</b> <b>Choose to engage in classroom activities</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>1.1.3 c. Expresses desire to talk, write and/or illustrate</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- requests time and instruments for writing</li><li>- writes in centres</li><li>- writes in a journal</li><li>- sends notes</li><li>- draws for others</li><li>- makes lists or labels</li><li>- scribbles ...</li></ul> <p>May say: "I'm going to write a poem."</p> <p>"When I am big, I will write..."</p> <p>"I drew you a story."</p> <p><b>1.1.3 d. Talks about writing and representing</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- book circles</li><li>- story times</li><li>- author's chair</li><li>- journal sharing</li><li>- group writing</li><li>- paint centre</li><li>- buddy writing</li><li>- centres ...</li></ul> <p>May say: "When I write, I..."</p> <p>"I drew a picture for my Mom's birthday."</p> <p>"We made a list of what we need at the store."</p> <p>"Look at our pictures of our fishing trip!"</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>1.1.3 . Information is on previous page(s)</b></p>

### Set Goals

<p><b>Grade 2 Specific Outcome 1.1.3</b>  <b>Reflect about self as reader, writer, viewer, listener, speaker, and presenter</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>1.1.3 b. <b>Reflects upon and discusses writing, speaking and/or representing strengths and challenges (behaviours, skills, and strategies)</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- conferences</li> <li>- buddy/partner experiences</li> <li>- circles</li> <li>- author/illustrator chair</li> <li>- centres</li> <li>- reading and writing workshops/processes</li> <li>- journals</li> <li>- writer's responses</li> <li>- checklists ...</li> </ul> <p>May say:</p> <p>"What did I do that helped me be a better writer? Since I like to read with a partner, we wrote to each other in our journals about the book we are reading."</p> <p>"What did I do that helped me be a better speaker? I looked at my audience and made sure I talked loud enough for everyone to hear me."</p> <p>"What did I do that helped me to represent my ideas better? I made sure that the printing on my poster was easy to read."</p>	<p><b>Grade 3 Specific Outcome 1.1.3</b>  <b>Use reflections about self as language user to set goals</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>1.1.3 b. <b>Reflects upon and discusses writing, speaking and/or representing strengths and challenges (behaviours, skills, and strategies)</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- conferences</li> <li>- buddy/partner experiences</li> <li>- circles</li> <li>- author/illustrator chair</li> <li>- centres</li> <li>- reading and writing workshops/processes</li> <li>- journals</li> <li>- reader's responses</li> <li>- checklists</li> <li>- reading inventories ...</li> </ul> <p>May say:</p> <p>"What did I do that helped me be a better writer? Since I like to read with a partner, we wrote to each other in our journals about the book we are reading."</p> <p>"What did I do that helped me be a better speaker? I made sure that I knew what I was going to say, and that I practiced it before we presented the play."</p> <p>"What did I do to make my representation better? I checked to make sure I had included all the important information in my brochure, and that the pictures matched the information."</p> <p>See:</p> <ul style="list-style-type: none"> <li>Synthesize Information (3.3.4)</li> <li>Evaluate Group Processes (5.1.3)</li> </ul> <p>1.1.3 c. <b>Uses strengths and challenges to set goals to improve reading, listening and/or viewing (behaviours, skills, and strategies)</b></p> <p>May say:</p> <p>"What are my strengths and weaknesses?"</p> <p>"What strategy(s) worked for me?"</p>
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**General Outcome:**

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

<b>Kindergarten Specific Outcome 1.1.3</b> <b>Participate in classroom activities</b>	<b>Grade 1 Specific Outcome 1.1.3</b> <b>Choose to engage in classroom activities</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  1.1.3 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  1.1.3 . Information is on previous page(s)

**Set Goals**

**Grade 2 Specific Outcome 1.1.3**

**Reflect about self as reader, writer, viewer, listener, speaker, and presenter**

**Grade 3 Specific Outcome 1.1.3**

**Use reflections about self as language user to set goals**

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

**By the end of Grade 2 the student ...**

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

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

**By the end of Grade 3 the student ...**

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

May say:  
"What am I good at?"

"What could I work on?"

"What strategy(s) worked for me?"

**General Outcome:**

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

**K Specific Outcome 1.2.1**

**Talk about connections between prior and new experiences and/or information**

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

**1 Specific Outcome 1.2.1**

**Make connections between prior and new experiences and/or information**

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

## Combine Ideas and Develop Understanding

### 2 Specific Outcome 1.2.1

Clarify new understandings of connections

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

### 3 Specific Outcome 1.2.1

Use prior knowledge and new information to draw conclusions

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 1.2.1</b></p> <p><b>Talk about connections between prior and new experiences and/or information</b></p>	<p><b>Grade 1 Specific Outcome 1.2.1</b></p> <p><b>Make connections between prior and new experiences and/or information</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>1.2.1 a. Begins to talk about connections between prior and new experiences and/or knowledge</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- talking</li><li>- listening</li><li>- imagining</li><li>- questioning</li><li>- reflecting ...</li></ul> <p>May say: "I saw that on TV."</p> <p>"When we go hunting, that happens..."</p> <p>"I think the book might be about losing teeth because when I lost my teeth I looked like the guy in the picture."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>1.2.1 a. Talks about connections between prior and new experiences, information, and/or knowledge to clarify new understandings</b></p> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- talking</li><li>- listening</li><li>- imagining</li><li>- questioning</li><li>- reflecting</li><li>- describing</li><li>- identifying similarities and differences ...</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- centres</li><li>- reading and writing processes</li><li>- research projects, science experiments</li><li>- author's chair, book talk, exploratory talk</li><li>- I wonder charts</li><li>- journals/logs</li><li>- peer and teacher conferences</li><li>- Who-What-Where-When-Why-How (5Ws + How)</li><li>- Know-Want to Know-Learned (KWL)</li><li>- then and now, before and after</li><li>- pattern stories</li><li>- fortunately/unfortunately, bad news/good news ...</li></ul> <p>May say: "The kamiks/mukluks/bannock my Mom makes are/is different from your's."</p> <p>"We always got rabbits in our snares, but last week in the snares we set at school, we caught a marten. Is it going to be the same to skin the marten?"</p> <p>"Oh, writing to thank the Renewable Officer is the same as when we wrote Santa letters!"</p>

Combine Ideas and Develop Understanding

**Grade 2 Specific Outcome 1.2.1**

Clarify new understandings of connections

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 2 the student ...

1.2.1 a. **Asks questions and talks about connections between prior and new experiences, information, and/or knowledge to clarify new understandings**

Suggested activities:

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

May ask and answer questions to satisfy curiosity and information needs, for clarification:

"I don't understand how come the plant that was nearest the window did not grow as well as the far one?"

"I wonder...?" "I don't understand why..." "Tell me more about..." "So, if..." "Does this mean...?" "What if...?"

"We need to find out where our animals live, where they are born, how they mate..."

"I don't understand how an igloo can be warm inside?"

"Why don't we eat bison meat?"

See Ask Questions (3.1.2)

**Grade 3 Specific Outcome 1.2.1**

Use prior knowledge and new information to draw conclusions

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 3 the student ...

1.2.1 a. **Draws simple conclusions based on connections**

May say:

"At first we were wondering how to clean up oil spills. Now we want to know what really happens to the animals and plants in the area of the spills."

"If this means...does it mean...?"

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

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

**"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 ask and answer open ended questions to satisfy curiosity and information needs for clarification, extension, exploration, and investigation.

Suggested activities:

- conversations
- readers' and writers' workshops
- research projects, centres, inquiry
- science experiments
- author's chair, book talk, exploratory talk
- I wonder charts, did you know?
- journals, logs
- peer and teacher conferences
- Who-What-Where-When-Why-How (5Ws + How)
- Know-Want to Know-Learned (KWL)
- fortunately/unfortunately, bad news/good news
- Before During After (BDA)
- think-alouds ...

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.**

**K Specific Outcome 1.2.2**

Communicate opinions and ideas

**General Example(s)**

Examples may include:

- talk
- play
- draw
- scribble
- write
- dramatize
- paint
- dance ...

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

Combine Ideas and Develop Understanding (1.2.1)

**1 Specific Outcome 1.2.2**

Explore personal and others' opinions

**General Example(s)**

Examples may include:

- tell
- draw
- model
- write
- sing
- play
- build
- create
- paint
- dramatize
- make books
- photograph
- record
- dance ...

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

Combine Ideas and Develop Understanding (1.2.1)

**Explain Opinions**

**2 Specific Outcome 1.2.2**

Explore personal and others' opinions and understandings

**General Example(s)**

Examples may include:  
- sharing circles  
- conferencing  
- presentations ...

**Specific Outcome Links**

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

**3 Specific Outcome 1.2.2**

Explore personal and others' opinions and understandings

**General Example(s)**

Examples may include:  
- sharing circles  
- conferencing  
- presentations ...

**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.**

<b>Kindergarten Specific Outcome 1.2.2</b> <b>Communicate opinions and ideas</b>	<b>Grade 1 Specific Outcome 1.2.2</b> <b>Explore personal and others' opinions</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>1.2.2 a. States personal opinions and ideas (thoughts)</b></p> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- talking</li><li>- playing</li><li>- dancing</li><li>- singing</li><li>- drawing</li><li>- sketching</li><li>- role playing</li><li>- dramatizing</li><li>- experimenting</li><li>- sculpting</li><li>- painting</li><li>- cooking</li><li>- reading</li><li>- writing ...</li></ul> <p>May say: "I think..."</p> <p>"All kids like marshmallows."</p> <p>"All plants are green."</p> <p>"The teacher said...but I think that..."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>1.2.2 a. Explores personal opinions and ideas (concepts)</b></p> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- talking</li><li>- retelling</li><li>- playing</li><li>- dancing</li><li>- singing</li><li>- drawing</li><li>- sketching</li><li>- role playing</li><li>- dramatizing</li><li>- experimenting</li><li>- sculpting</li><li>- painting</li><li>- reading</li><li>- writing</li><li>- questioning ...</li></ul> <p>May say: "I think..."</p> <p>"In our dance we were pretending to be birds that have to go south for the winter."</p> <p>"I think that the author didn't mean..."</p> <p>"Why do they do that?"</p> <p><b>1.2.2 b. Listens to others' opinions and ideas (concepts)</b></p> <p>May say: "What do you think?"</p> <p>"Let's ask Samantha."</p> <p>"He says..."</p> <p>"Do you know why...?"</p> <p>"What's that?"</p>

Explain Opinions

**Grade 2 Specific Outcome 1.2.2**

**Explore personal and others' opinions and understandings**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

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

Strategies may include:

- talking
- retelling
- playing
- dancing
- singing
- drawing
- sketching
- role playing
- dramatizing
- sculpting
- painting
- reading
- writing
- questioning ...

May say:

"I think..."

"I think we should read another story today for story time"

"Do you guys think that this is a story about...?"

"If this is supposed to be a safe place then I think bullies should get sent home right away."

**Grade 3 Specific Outcome 1.2.2**

**Explore personal and others' opinions and understandings**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

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

Strategies may include:

- talking
- retelling
- role playing
- dramatizing
- writing
- journaling
- logging
- reflecting ...

May say:

"Isn't it a bit like things falling? Things always fall to the earth - they do not fall up into the sky. So, something is pulling them down...but I don't understand why things in rockets that go to the moon float in the cabins."

"My aunt thinks that living in Edmonton would be the same as living in Yellowknife. Would it be?"

"What is the difference between first class and third class, like they talk about on the Titanic? Why is money so important?"

**General Outcome:**

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

<b>Kindergarten Specific Outcome 1.2.2</b> <b>Communicate opinions and ideas</b>	<b>Grade 1 Specific Outcome 1.2.2</b> <b>Explore personal and others' opinions</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>1.2.2 b. Begins to listen to others' opinions and ideas (thoughts)</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>May say: "The teacher says..."</p> <p>"My Mom says..."</p> <p>"I think that the mother is nice because the kids in the story are. The rest of my group thinks she is mean because... We are going to listen to the rest of the story to find out."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>1.2.2 . Information is on previous page(s)</p>

Explain Opinions

**Grade 2 Specific Outcome 1.2.2**

**Explore personal and others' opinions and understandings**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

1.2.2 b. **Begins to explain personal opinions, understandings, and ideas (concepts)**

**"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.**

Strategies may include:

- talking
- retelling
- sketching
- dramatizing
- writing
- organizing
- representing
- journaling ...

May say:

"I think that the new road was not necessary because... "

"Our graphic organizer is a circle because the water cycle is like a circle."

"You can't do that because the rules say..."

**Grade 3 Specific Outcome 1.2.2**

**Explore personal and others' opinions and understandings**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

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

Strategies may include:

- talking
- retelling
- role playing
- dramatizing
- writing
- journaling
- logging
- reflecting ...

May say:

"I think...because..."

"To give food to poor people is to be kind or generous. The man in the story gave food to the poor people. He is like the Salvation Army that gives baskets to families that need help at Christmas. I think we should make a plan to help people out in our school."

"When I saw on TV how kids were working in factories I asked my parents if we could adopt a foster child. Could our class adopt one?"



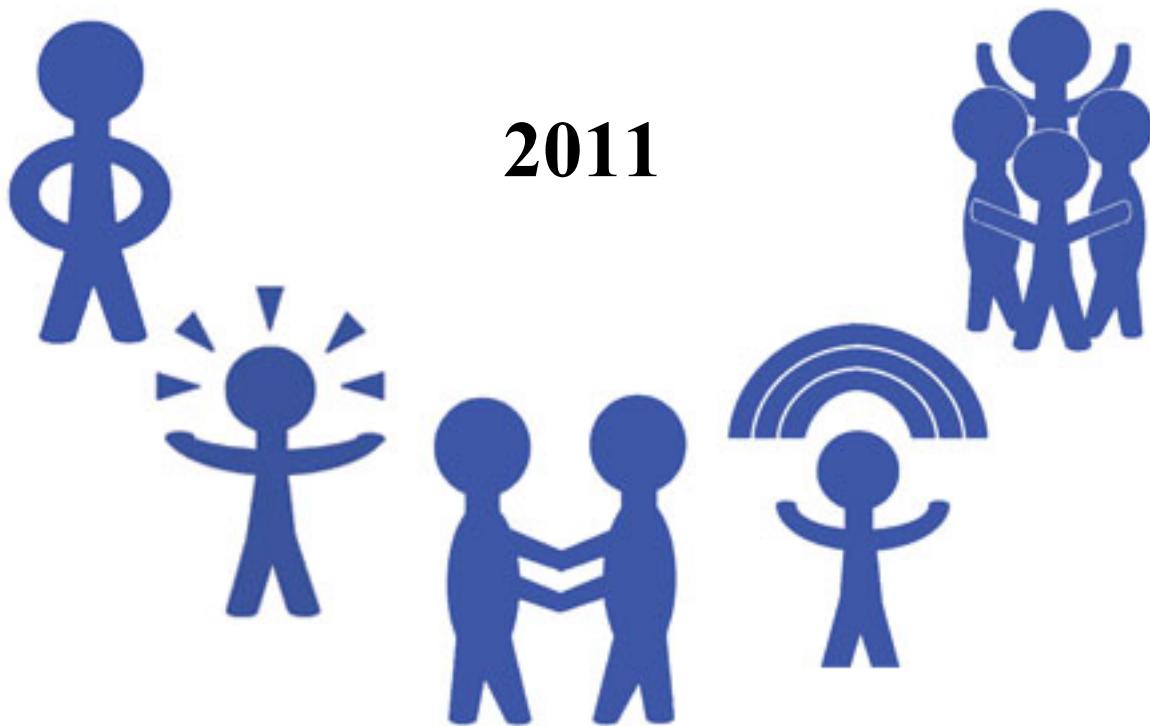
**NORTHWEST TERRITORIES**

**KINDERGARTEN TO GRADE 3**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**2011**



**GENERAL OUTCOME 2**

**General Outcome 2**



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

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

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

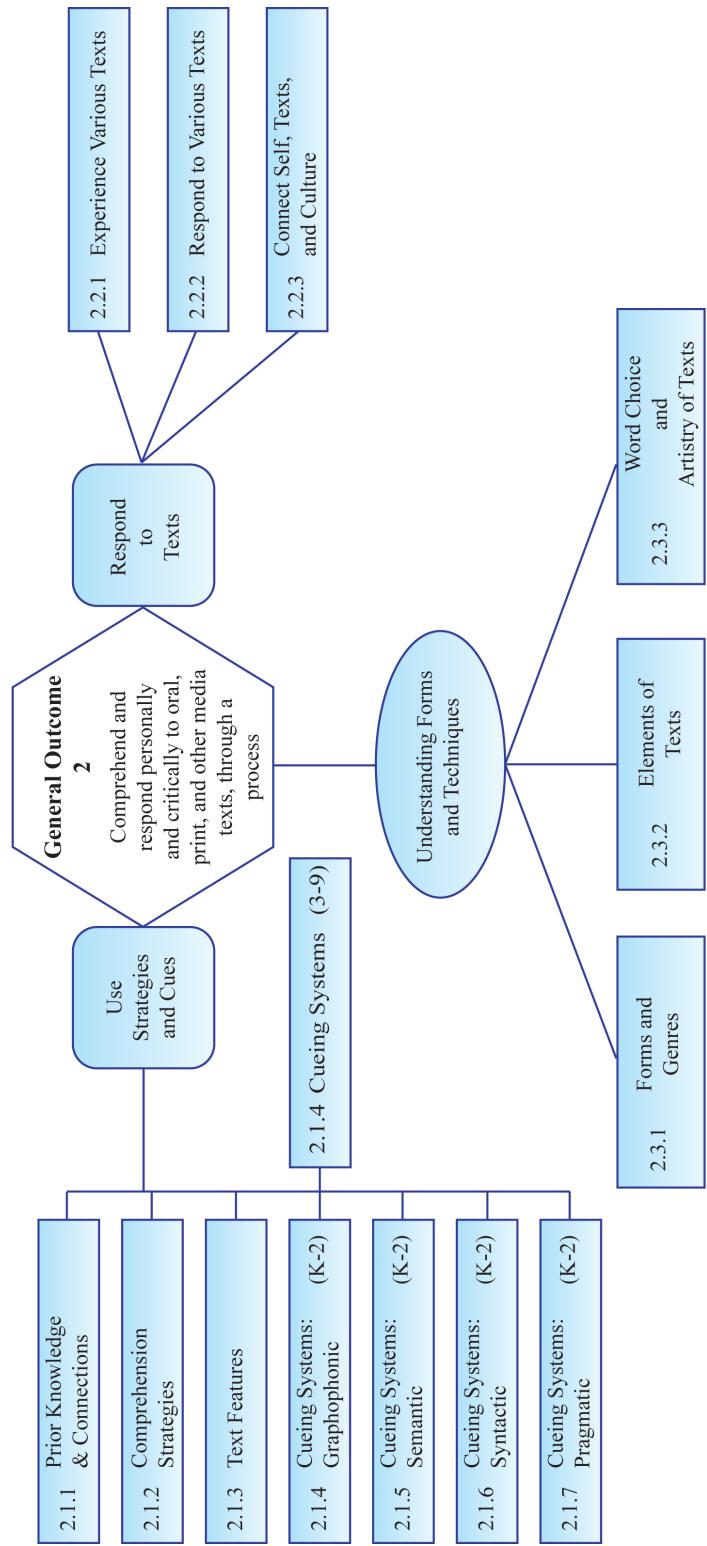
Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

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

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

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

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



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

## General Outcome:

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

### K Specific Outcome 2.1.1

**Use prior knowledge to make connections between self 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)

### 1 Specific Outcome 2.1.1

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

\*Reading process stages include:

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

\*Viewing process stages include:

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

\*Listening process stages include:

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

#### General Example(s)

Examples may include:

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

#### Specific Outcome Links

Combine Ideas and Develop Understanding (1.2.1)

Prior Knowledge and Connections

**2 Specific Outcome 2.1.1**

Use prior knowledge to make connections between self 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)

**3 Specific Outcome 2.1.1**

Use prior knowledge to make connections between self and texts (oral, print, and other media)

\*Reading process stages include:

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

\*Viewing process stages include:

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

\*Listening process stages include:

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

**General Example(s)**

Examples may include:

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

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.1</b></p> <p>Use prior knowledge to make connections between self and texts (oral, print, and other media)</p>	<p><b>Grade 1 Specific Outcome 2.1.1</b></p> <p>Use prior knowledge to make connections between self and texts (oral, print, and other media)</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>2.1.1 a. Begins to talk about the connections between personal experiences, prior knowledge, and ideas in texts (oral, print, or other media)</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "We saw caterpillars making cocoons on our house this weekend, just like it shows in that book The Very Hungry Caterpillar."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>2.1.1 a. Talks about the connections between personal experiences, prior knowledge, and ideas in texts (oral, print, and other media)</p> <p>Examples may include: - finding patterns in stories and/or illustrations - multiple versions of a story</p> <p>May say: "That's like..."</p> <p>"All her books have..."</p> <p>"The party in Robert Munsch's book, Moira's Birthday, is not at all like how we have birthday parties."</p> <p>2.1.1 b. Represents the connections that evolve from conversations, and the exploration of texts (oral, print, and other media)</p> <p>*may choose to use graphic organizers to represent the connections that evolved from conversations</p> <p>Graphic organizers may include: - journals - pictographs, physical graphs, line graphs - T-charts - picture maps, picture splashes, diagrams - listen-sketch-share - same and different charts - maps, sequence maps - lists, outlines - charts, comparison charts - Know-Want to know-Learned (KWL) - Before-During-After (BDA) - think bubbles ...</p> <p>May say: "After we talked about our field trip to the museum, we decided to bring things from home that show all of the animals we saw there. I brought beaver mitts; she brought caribou meat..."</p>

Prior Knowledge and Connections

<p><b>Grade 2 Specific Outcome 2.1.1</b>  <b>Use prior knowledge to make connections between self and texts (oral, print, and other media)</b></p>	<p><b>Grade 3 Specific Outcome 2.1.1</b>  <b>Use prior knowledge to make connections between self and texts (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.1.1 a. <b>Identifies connections and begins to discuss the differences between personal experiences, prior knowledge, and newly learned information from texts (oral, print, and other media)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Examples may include:  - finding patterns in stories and/or illustrations  - multiple versions of a story</p> <p>May say:  "In my drawing I saw...but you saw..."</p> <p>"I'm the only one who thought of..."</p> <p>"Look, everybody found..."</p> <p>"Now I know that mosquitoes lay their eggs in water. Before we went to the pond, I thought they could lay their eggs anywhere."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.1.1 a. <b>Identifies connections and discusses the differences between personal experiences, prior knowledge, and newly learned information from texts (oral, print, and other media)</b></p> <p>Examples may include:  - finding patterns in stories and/or illustrations  - multiple versions of a story</p> <p>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. Why is it like that?"</p>

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.1</b></p> <p><b>Use prior knowledge to make connections between self and texts (oral, print, and other media)</b></p>	<p><b>Grade 1 Specific Outcome 2.1.1</b></p> <p><b>Use prior knowledge to make connections between self and texts (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.1 b. Begins to represent the connections that evolve from conversations, and the exploration of texts (oral, print, and other media)</b></p> <p>*may choose to use graphic organizers to represent the connections that evolved from conversations</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently</b></p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals</li><li>- lists</li><li>- pictographs</li><li>- physical graphs</li><li>- picture map</li><li>- picture splashes</li><li>- diagrams</li><li>- listen-sketch-share</li><li>- T-charts ...</li></ul> <p>May say:</p> <p>"We made our spider out of plasticine. We remembered how to make one because Tommy had one in his jar yesterday. Now we can sing the song Eensy Weensy Spider with a real one!"</p> <p>"We drew a spider just like the one in our bug jar."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.1 . Information is on previous page(s)</b></p>

## Use Strategies and Cues

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### Prior Knowledge and Connections

<p><b>Grade 2 Specific Outcome 2.1.1</b> <b>Use prior knowledge to make connections between self and texts (oral, print, and other media)</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.1.1 b. <b>Represents the connections that evolve from conversations, and the exploration of texts (oral, print, and other media)</b></p> <p>*may choose to use graphic organizers to represent the connections that evolved from conversations</p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals</li><li>- pictographs, physical graphs, bar graphs</li><li>- T-charts</li><li>- webs</li><li>- picture maps, picture splashes, diagrams</li><li>- listen-sketch-share</li><li>- same and different charts</li><li>- maps, character maps, sequence maps</li><li>- lists, outlines</li><li>- charts, comparison charts, clusters</li><li>- Know-Want to know-Learned (KWL)</li><li>- Before-During-After (BDA)</li><li>- think bubbles, think-alouds</li></ul> <p>May say: "After we talked about our field trip to the museum, we decided to bring things from home that show all of the animals we saw there. I brought beaver mitts, she brought caribou meat..."</p>	<p><b>Grade 3 Specific Outcome 2.1.1</b> <b>Use prior knowledge to make connections between self and texts (oral, print, and other media)</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.1.1 b. <b>Represents the connections that evolve from conversations, and the exploration of texts (oral, print, and other media)</b></p> <p>*may choose to use graphic organizers to represent the connections that evolved from conversations</p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals, logs, reflection logs</li><li>- pictographs, physical graphs, line graphs, bar graphs, T-charts</li><li>- picture maps, picture splashes, diagrams</li><li>- listen-sketch-share</li><li>- same and different charts, flow charts</li><li>- maps, character maps, mind maps, sequence maps</li><li>- lists, outlines, paragraphs</li><li>- charts, comparison charts, jot charts, clusters, pyramids</li><li>- Know-Want to know-Learned (KWL)</li><li>- Who-What-Where-When-Why-How (5 Ws + H)</li><li>- Before-During-After (BDA)</li><li>- think bubbles, think-alouds</li><li>- story maps, plot diagrams, word maps</li><li>- Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions (KWLHQ)</li><li>- Know-Want to know-Predict-Learned (KWPL)</li><li>- Plus-Minus-Interesting (PMI)</li><li>- prediction frames, concept frames</li><li>- slim jims</li><li>- process notes</li><li>- two column notes</li><li>- information comic strips, information flip books ...</li></ul> <p>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."</p>
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## 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.**

### K Specific Outcome 2.1.2

**Talk about and anticipate meaning from print, symbols, and images; begin to use comprehension strategies to construct, and confirm 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)

### 1 Specific Outcome 2.1.2

**Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise 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)

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#### Specific Outcome Links

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

# Comprehension Strategies

## 2 Specific Outcome 2.1.2

**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)

## 3 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.2</b></p> <p><b>Talk about and anticipate meaning from print, symbols, and images; begin to use comprehension strategies to construct, and confirm understanding</b></p>	<p><b>Grade 1 Specific Outcome 2.1.2</b></p> <p><b>Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.2 a. Recognizes and begins to predict the meaning of familiar symbols, images, and print</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- traffic signs</li><li>- hazard warning signs</li><li>- safety symbol</li><li>- coins</li><li>- team logos</li><li>- product logos</li><li>- flags</li><li>- company logos ...</li></ul> <p>May say: "That means stop."</p> <p>"That's the Calgary Flames."</p> <p>"That (maple leaf) means Canada."</p> <p>"That might blow up because it has a explosion sticker on it."</p> <p>"That's like..."</p> <p>"Maybe that means..."</p> <p>"The pictures in this story are all in red. Does the little girl only like red?"</p> <p>"The poster/picture/photo has a lot of fish on it. Is it for selling fish or is it telling us about good food for our bodies?"</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.2 a. Recognizes the meaning of common symbols and images</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- traffic signs</li><li>- hazard warning signs</li><li>- safety symbol</li><li>- coins</li><li>- team logos</li><li>- product logos</li><li>- flags</li><li>- company logos ...</li></ul> <p>May say: "We don't have a traffic light, but I still know that the red light means 'stop'."</p> <p><b>2.1.2 b. Demonstrates and talks about own reading behaviours</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- reading from top to bottom</li><li>- reading from left to right</li><li>- tracking print with finger and eyes</li><li>- handling books appropriately</li><li>- telling story while following print</li></ul> <p>May say: "Sometimes I look at the pictures to help me figure out the word."</p>

### Comprehension Strategies

<p><b>Grade 2 Specific Outcome 2.1.2</b></p> <p><b>Discuss anticipated meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>2.1.2 a. Begins to reflect upon own reading behaviours</b></p> <p>"Begins" indicates that the acquisition of the skill is <b>not yet consistent</b> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> <li>- talking</li> <li>- journaling</li> <li>- logging</li> <li>- peer conferencing</li> <li>- teacher conferencing</li> <li>- parent conferencing</li> <li>- goal setting ...</li> </ul> <p>May say:</p> <p>"I found the 'ed' at the end of danced and then I knew the story had happened long ago."</p> <p>"At first what I read didn't make any sense; so I had to go back and sound things out properly. I was just going too fast."</p> <p>See:</p> <p>Set Goals (1.1.3)      Synthesize Information (3.3.4)      Evaluate Group Processes (5.1.3)</p>	<p><b>Grade 3 Specific Outcome 2.1.2</b></p> <p><b>Set a purpose and discuss anticipated meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>2.1.2 a. Reflects upon own reading behaviours</b></p> <p>Strategies may include:</p> <ul style="list-style-type: none"> <li>- talking</li> <li>- journaling</li> <li>- logging</li> <li>- peer conferencing</li> <li>- teacher conferencing</li> <li>- parent conferencing</li> <li>- goal setting ...</li> </ul> <p>May say:</p> <p>"I have trouble when I read quietly. I understand it better if I read aloud."</p> <p>See:</p> <p>Set Goals (1.1.3)      Synthesize Information (3.3.4)      Evaluate Group Processes (5.1.3)</p>
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**General Outcome:**

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

<b>Kindergarten Specific Outcome 2.1.2</b>  <b>Talk about and anticipate meaning from print, symbols, and images; begin to use comprehension strategies to construct, and confirm understanding</b>	<b>Grade 1 Specific Outcome 2.1.2</b>  <b>Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.2 b. Demonstrates reading-like behaviours</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- reading from top to bottom</li><li>- reading from left to right</li><li>- tracking print with finger and eyes</li><li>- handling books appropriately</li><li>- telling story while following print</li></ul> <p><b>2.1.2 c. Recognizes that print has meaning</b></p> <p>*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- telling a story while following the print with finger</li></ul> <p>May say: "Tell me what that says."</p> <p>See: Cueing Systems: Graphophonic (2.1.4) Cueing Systems: Semantic (2.1.5) Cueing Systems: Syntactic (2.1.6) Cueing Systems: Pragmatic (2.1.7)</p> <p><b>2.1.2 d. Recognizes that print and picture or illustration are connected</b></p> <p>May say: "Does this say, 'dog', because that is a picture of a dog?"</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.2 c. Asks questions and makes comments to anticipate meaning of symbols, images, and print</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- brainstorming</li><li>- predictable books and flap books</li><li>- sort and predict</li><li>- drawing (beginning, middle, and predicting the ending)</li><li>- reenactments</li><li>- dramatizations</li><li>- Know-Want to Know-Learned (KWL)</li><li>- prediction frames</li><li>- listen-sketch-share (LSS)</li><li>- think-pair-share (TPS)</li><li>- predict-connect-check ...</li></ul> <p>May say: "Does that word mean...?"</p> <p>"Do you know what's coming next...?"</p> <p>"Can we read the rest of the book right away; I want to know if the wolf gets caught? I don't think he will because he is so smart."</p> <p>"Does it sound right?"</p> <p>"I think that walrus meat is fatty because seals are fat and it helps them to keep warm in the icy waters. Can we check that in the library or on the computer?"</p>

## Comprehension Strategies

<p><b>Grade 2 Specific Outcome 2.1.2</b></p> <p><b>Discuss anticipated meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding</b></p>	<p><b>Grade 3 Specific Outcome 2.1.2</b></p> <p><b>Set a purpose and discuss anticipated meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding, with guidance</b></p> <p>*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones.</p> <p>Reading comprehension <u>activities and recording tools</u> may include:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- readers' workshop</li> <li>- brainstorming</li> <li>- predictable books and flap books</li> <li>- sort and predict, prediction frames</li> <li>- drawing (beginning, middle, and predicting the ending)</li> <li>- predict-connect-check</li> <li>- reenactments, dramatizations</li> <li>- Know-Want to Know-Learned (KWL)</li> <li>- Know-Want to Know-Predict-Learned (KWPL)</li> <li>- anticipation guides (advance organizers)</li> <li>- Listen-Sketch-Share (LSS)</li> <li>- Think-Pair-Share (TPS)</li> <li>- Directed Reading-Thinking Activity (DRTA)</li> <li>- shared reading, guided reading</li> <li>- Before-During-After (BDA)</li> <li>- literature circles, book talks</li> <li>- T-charts, Y-charts</li> <li>- maps, Venn Diagrams, concept maps, webs, chapter maps, flow charts, timelines</li> <li>- look -it-over</li> <li>- conferences</li> <li>- exploratory talk</li> <li>- Question the Author (QtA)</li> <li>- then and now activities</li> <li>- Self-monitoring Approach to Reading and Thinking (SMART)</li> </ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding, with guidance</b></p> <p>*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones.</p> <p>Reading comprehension <u>activities and recording tools</u> may include:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- readers' workshop</li> <li>- brainstorming</li> <li>- predicting, prediction frames</li> <li>- drawing (beginning, middle, and predicting the ending)</li> <li>- reenactments, dramatizations</li> <li>- Know-Want to Know-Learned (KWL)</li> <li>- Know-Want to Know-Predict-Learned (KWPL)</li> <li>- anticipation guides (advance organizers)</li> <li>- Listen-Sketch-Share (LSS)</li> <li>- Think-Pair-Share (TPS)</li> <li>- predict-connect-check</li> <li>- Directed Reading-Thinking Activity (DRTA)</li> <li>- shared reading, guided reading</li> <li>- Before-During-After (BDA) chart</li> <li>- literature circles, book talks</li> <li>- T-charts, Y-charts</li> <li>- story maps, Venn Diagrams, concept maps, webs, chapter maps, flow charts, timelines</li> <li>- look -it-over</li> <li>- conferences</li> <li>- exploratory talk</li> <li>- Question the Author (QtA)</li> <li>- then and now activities</li> <li>- Self-monitoring Approach to Reading and Thinking (SMART)</li> <li>- pre-reading question strips</li> <li>- Question-Answer Relationships (QAR)</li> </ul>

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.2</b></p> <p><b>Talk about and anticipate meaning from print, symbols, and images; begin to use comprehension strategies to construct, and confirm understanding</b></p>	<p><b>Grade 1 Specific Outcome 2.1.2</b></p> <p><b>Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.2 e. Retells stories</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- talking</li><li>- illustrating</li><li>- picture mapping</li><li>- cartooning</li><li>- journalling</li><li>- role playing</li><li>- dramatizing</li><li>- dancing</li><li>- singing</li><li>- drumming</li><li>- story and book publishing ...</li></ul> <p><b>2.1.2 f. Begins to use key thinking and/or comprehension strategies to construct and confirm understanding, with guidance</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Reading comprehension <u>activities and recording tools</u> may include:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- readers' workshop</li><li>- Listen-Sketch-Share (LSS)</li><li>- Directed Reading-Thinking Activity (DRTA)</li><li>- shared reading</li><li>- book talks ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.2 d. Uses key thinking and/or comprehension strategies to construct and confirm understanding, with guidance</b></p> <p>*Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones</p> <p>Reading comprehension <u>activities and recording tools</u> may include:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- readers' workshop</li><li>- Listen-Sketch-Share (LSS)</li><li>- Directed Reading-Thinking Activity (DRTA)</li><li>- Think-Pair-Share (TPS)</li><li>- Directed Reading-Thinking Activity (DRTA)</li><li>- shared reading, guided reading</li><li>- Before-During-After (BDA)</li><li>- literature circles, book talks</li><li>- T-charts, Y-charts</li><li>- maps</li><li>- conferences</li><li>- exploratory talk</li><li>- look it over</li><li>- Question the Author (QtA)</li></ul> <p><b>2.1.2 e. Begins to talk about what was learned to revise understanding of texts based on new information, using texts with an appropriate complexity of content and sophistication of style (oral, print and other media)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say:</p> <p>"I knew that smoking is bad for you. But now I don't want to be around smokers because it is bad for others who breathe the smoke too. That poster showed what second hand smoke does. When we talked about it, I got really scared."</p>

## Comprehension Strategies

<p><b>Grade 2 Specific Outcome 2.1.2</b></p> <p><b>Discuss anticipated meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.1.2 c. <b>Begins to understand what is read, using texts with an appropriate complexity of content and sophistication of style</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*recognizes when what is read makes sense or does not make sense</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- self monitoring approach to reading (SMART)</li> <li>- think-alouds</li> <li>- Think-Pair-Share (TPS)</li> <li>- conferences</li> <li>- learning logs</li> <li>- dialogue journals</li> <li>- cloze activities</li> <li>- literature circles</li> <li>- peer/teacher conferences</li> <li>- paired/guided/shared/independent reading ...</li> </ul> <p>May say:</p> <p>"This doesn't sound right. Can you reread it with me?"</p> <p>"I don't get it. How can this be about a bone, it is 'done'?"</p> <p>"Does this say, 'Saw your soup good?' or does it say, 'Was your soup good?'"</p>	<p><b>Grade 3 Specific Outcome 2.1.2</b></p> <p><b>Set a purpose and discuss anticipated meaning of oral, print, and other media texts; use comprehension strategies to construct, confirm, revise, and explain understanding</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.1.2 c. <b>Talks about what was learned to revise understanding of texts, based on new information, using texts with an appropriate complexity of content and sophistication of style (oral, print and other media)</b></p> <p>May say:</p> <p>"Oh right, the apostrophe doesn't mean there's more than one Tom, but that the car belongs to Tom. I get it now."</p> <p>2.1.2 d. <b>Understands what is read, using texts with an appropriate complexity of content and sophistication of style</b></p> <p>*recognizes when what is read makes sense or does not make sense</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- self monitoring approach to reading (SMART)</li> <li>- think-alouds</li> <li>- Think-Pair-Share (TPS)</li> <li>- conferences</li> <li>- learning logs</li> <li>- dialogue journals</li> <li>- cloze activities</li> <li>- literature circles</li> <li>- peer/teacher conferences</li> <li>- paired/guided/shared/independent reading ...</li> </ul> <p>May say:</p> <p>"Our group is having trouble understanding this research we found about natural resources. It just doesn't make sense to us."</p> <p>"This part about rivers talks about them pouring into the ocean and this part talks about going downstream. I am confused - down what stream?"</p>
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**General Outcome:**

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

<b>Kindergarten Specific Outcome 2.1.2</b>  <b>Talk about and anticipate meaning from print, symbols, and images; begin to use comprehension strategies to construct, and confirm understanding</b>	<b>Grade 1 Specific Outcome 2.1.2</b>  <b>Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  <b>By the end of Kindergarten the student ...</b>  <b>2.1.2 . Information is on previous page(s)</b>	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  <b>By the end of Grade 1 the student ...</b>  <b>2.1.2 . Information is on previous page(s)</b>

Comprehension Strategies

**Grade 2 Specific Outcome 2.1.2**

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

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

By the end of Grade 2 the student ...

2.1.2 d. Begins to set a purpose for listening, viewing, or reading to anticipate meaning

"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.

Strategies may include:

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

May say:

"We have a question about where our fruit comes from at the store. It doesn't grow here, so we think it must come from someplace warm. We're going to look on the Internet."

"I need to know about..."

**Grade 3 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

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

By the end of Grade 3 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:

"That visitor talked about how ravens are so important. Now I want to know what they stand for. I wonder if they are like the eagle for the Americans."

**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.**

**K Specific Outcome 2.1.3**

**Begin to use textual cues in context 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)

**1 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)

### Text Features

#### 2 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)

#### 3 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.3</b></p> <p><b>Begin to use textual cues in context in oral, print, and other media texts</b></p>	<p><b>Grade 1 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning in oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.3 a. Recognizes environmental print, symbols, and images, in context</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- traffic signs</li><li>- hazard warning signs</li><li>- safety symbols</li><li>- coins</li><li>- team logos</li><li>- product logos</li><li>- flags</li><li>- company logos (e.g. Coke, Pokemon, McDonald's) ...</li></ul> <p>May say: "This is a STOP sign."</p> <p>"These letters are the same as..."</p> <p>"The skeleton flag means a pirate ship."</p> <p>"The C that is on fire is for the Calgary Flames."</p> <p><b>2.1.3 b. Reads own name, in context</b></p> <p>Names may be on/in:</p> <ul style="list-style-type: none"><li>- books</li><li>- clothing</li><li>- materials</li><li>- lists</li><li>- attendance sheet</li><li>- centres sign in wall</li><li>- file folders</li><li>- hand-outs</li><li>- mailbox</li><li>- letters</li><li>- envelopes ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.3 a. Begins to use textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*In grade one, narrative textual cues include:</p> <ul style="list-style-type: none"><li>- book covers</li><li>- titles</li><li>- sequence (beginning, middle, end)</li><li>- sentence patterns</li><li>- illustrations</li><li>- photographs (in text, of author, of topic...)</li><li>- authors' profiles or names</li><li>- font, type size</li><li>- music/sounds, volume</li></ul> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- discussing, questioning ...</li></ul> <p>Appropriate narrative texts in grade one:</p> <ul style="list-style-type: none"><li>- predictable books</li><li>- films/movies, songs</li><li>- story books, picture books</li><li>- oral stories</li><li>- fairy tales, narrative poems</li><li>- scripts/dramas (plays, puppet plays ...)</li><li>- comic strips, cartoon strips ...</li></ul> <p>May say: "This is by Robert Munsch. He always writes funny stories. Let's read this, ple---ease!"</p> <p>"The boy is talking really loud now, because the letters are big and black!"</p> <p>"I have to read this part all funny because the letters are all crooked."</p>

## Use Strategies and Cues

### Text Features

<p><b>Grade 2 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning in oral, print, and other media texts</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>2.1.3 a. Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)</b></p> <p>*In grade two, narrative textual cues include:</p> <ul style="list-style-type: none"><li>- book covers</li><li>- titles</li><li>- sequence (beginning, middle, end)</li><li>- sentence patterns</li><li>- illustrations</li><li>- photographs (in text, of author, of topic...)</li><li>- authors' profiles</li><li>- font, type size</li><li>- music/sounds, volume</li><li>- colour</li><li>- movement</li></ul> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- discussing, questioning, reading, reviewing ...</li></ul> <p>Appropriate narrative texts in grade two:</p> <ul style="list-style-type: none"><li>- films/movies</li><li>- story books, picture books, predictable books</li><li>- oral stories, songs</li><li>- fairy tales</li><li>- narrative poems</li><li>- scripts/dramas (plays, puppet plays ...)</li><li>- tableaux</li><li>- comic strips, cartoon strips ...</li><li>- class read chapter books ...</li></ul> <p>May say:</p> <p>"In gym, when we have dancing, I can feel how to move by the beat of the drum or the music that is playing. I go slow when I know it is sad music for a sad story."</p> <p>"I love my grandmother's stories that start with 'when I was younger...' because I try to imagine her in her cabin or in her teepee and I get a picture of what she tells."</p> <p>"When it starts with 'once upon a time'..."</p>	<p><b>Grade 3 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning in oral, print, and other media texts</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>2.1.3 a. Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)</b></p> <p>*In grade three, narrative textual cues include:</p> <ul style="list-style-type: none"><li>- book covers</li><li>- titles</li><li>- logical organization (sequential (beginning, middle, end), cause and effect relationships)</li><li>- sentence patterns</li><li>- paragraphs</li><li>- illustrations</li><li>- photographs (in text, of author, of topic...)</li><li>- authors' profiles</li><li>- font, type size</li><li>- music/sounds, volume</li><li>- colour</li><li>- movement</li><li>- opening shots to videos</li></ul> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- discussing, questioning, reading, reviewing, story mapping ...</li></ul> <p>Appropriate narrative texts in grade three:</p> <ul style="list-style-type: none"><li>- films/movies</li><li>- story books, picture books, predictable books</li><li>- oral stories, songs</li><li>- fairy tales</li><li>- narrative poems</li><li>- scripts/dramas (plays, puppet plays ...)</li><li>- tableaux</li><li>- comic strips, cartoon strips in the form of a narrative</li><li>- scripts and dramas (television programs, radio plays ...)</li><li>- slide shows (Powerpoint representations) ...</li></ul> <p>May say:</p> <p>"We put the finding of the treasure at the top of our story mountain, because we think that that is the most exciting part of the novel. So our prediction is that the last two chapters will just finish off the story and not be too interesting."</p>
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## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.3</b></p> <p><b>Begin to use textual cues in context in oral, print, and other media texts</b></p>	<p><b>Grade 1 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning in oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.3 c. Begins to recognize familiar words, and words that have personal significance, in context</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- labels</li><li>- colours</li><li>- theme words</li><li>- word walls</li><li>- days of the week</li><li>- months of the year</li><li>- book titles</li><li>- favourite foods</li><li>- favourite TV shows/movies</li><li>- own name</li><li>- names of pets, father, mother, friends, siblings</li><li>- song lyrics/words</li><li>- highlighted words in interactive software</li><li>- rhyming words (poems) ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.3 b. Begins to use textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*In grade one, expository textual cues include:</p> <ul style="list-style-type: none"><li>- titles</li><li>- logical organization (sequential, categorical)</li><li>- photographs (in text, of author, of topic...)</li><li>- illustrations and corresponding captions</li><li>- bold print (headings) or colour coded words</li><li>- key words (words in announcements or in math word problems)</li></ul> <p>Appropriate expository texts in grade one:</p> <ul style="list-style-type: none"><li>- pictures, illustrations, signs, posters, advertisements</li><li>- props (airline tickets, menus, appointment cards, prescriptions ...)</li><li>- charts, pictographs, graphs, diagrams</li><li>- instructions/directions (games, maps, centres, task cards ...)</li><li>- recipes, lists, rules, telephone books, calendars</li><li>- thank you notes, invitations, cards, letters, envelopes</li><li>- retellings, sketches, puppet plays, conversations, sculptures</li><li>- nonfiction books, newspapers, magazines ...</li></ul> <p>Digital texts examples:</p> <ul style="list-style-type: none"><li>- websites, digitized texts (books that have been scanned or adapted for use on the computer), slide shows, bulletin boards, mailing lists ...</li></ul> <p>May say:</p> <p>"Under this picture in the newspaper, it says that the ice is thin. Maybe there is something about somebody falling in the lake?"</p>

## Use Strategies and Cues

### Text Features

<p><b>Grade 2 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning in oral, print, and other media texts</b></p>	<p><b>Grade 3 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning in oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p>2.1.3 b. <b>Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)</b></p> <p>*In grade two, expository textual cues include:</p> <ul style="list-style-type: none"><li>- titles</li><li>- logical organization (sequential, categorical)</li><li>- photographs (in text, of author, of topic...)</li><li>- illustrations and corresponding captions</li><li>- bold print (headings)</li><li>- key words and placement</li><li>- capitalization</li><li>- punctuation and pauses</li><li>- placement and size of words</li></ul> <p>Appropriate expository texts, in addition to those listed in previous grades:</p> <ul style="list-style-type: none"><li>- commercials</li><li>- cookbooks</li><li>- itineraries</li><li>- schedules</li><li>- agendas</li><li>- television guides</li><li>- tips (for bicycle, bus, fire, water safety ...)</li><li>- research projects/reports</li><li>- summaries</li><li>- letters (pen pal letters ...)</li><li>- book reports (dioramas, character mobiles, book jackets, improvisations ...) ...</li></ul> <p>Digital texts examples:</p> <ul style="list-style-type: none"><li>- websites</li><li>- audio and video downloads</li><li>- digitized texts (books that have been scanned or adapted for use on the computer)</li><li>- slide shows</li><li>- bulletin boards</li><li>- mailing lists ...</li></ul> <p>May say:</p> <p>"This sentence has to be read with a different voice because it is a question. Listen to my voice go up."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p>2.1.3 b. <b>Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)</b></p> <p>*In grade three, expository textual cues include:</p> <ul style="list-style-type: none"><li>- titles and chapter titles</li><li>- logical organization (sequential, categorical, cause and effect relationships)</li><li>- photographs (in text, of author, of topic...)</li><li>- illustrations and corresponding captions</li><li>- key words</li><li>- capitalization, punctuation</li><li>- table of contents</li><li>- headings</li><li>- dictionary guide words</li><li>- paragraphs</li></ul> <p>Appropriate expository texts, in addition to those listed in previous grades:</p> <ul style="list-style-type: none"><li>- book jackets, DVD covers</li><li>- recipes, lists, rules, instructions/directions (games, maps ...)</li><li>- newsletters, magazine and newspaper articles, classifieds ads</li><li>- surveys, interviews, questionnaires</li><li>- timelines, itineraries, schedules, agendas</li><li>- brochures/tips (bicycle, bus, fire, water safety, travel ...)</li><li>- letters (letters of request or information)</li><li>- research projects, science experiments</li><li>- non-fiction books, atlases, encyclopedia ...</li></ul> <p>Digital texts examples:</p> <ul style="list-style-type: none"><li>- websites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts, slide shows, pod casts, interactive sites/chats, bulletin boards, mailing lists ...</li></ul> <p>May say:</p> <p>"The table of contents lists the different kinds of trees found in the NWT. This book will help us label what we find in our area."</p>

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.3</b></p> <p><b>Begin to use textual cues in context in oral, print, and other media texts</b></p>	<p><b>Grade 1 Specific Outcome 2.1.3</b></p> <p><b>Use textual cues to construct and confirm meaning in oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.3 . Information is on previous page(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.3 c. Begins to use textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic texts (oral, print, and other media)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*In grade one, poetic textual cues include patterns or frames that organize the writing:</p> <ul style="list-style-type: none"><li>- titles</li><li>- illustrations</li><li>- poems organized by words: rhyme schemes, rhythms, alliteration, repetition</li><li>- poems organized by frames/patterns: shape poems, list poems, acrostic poems, alphabet poems</li><li>- font</li><li>- type size</li><li>- music/sounds</li><li>- volume</li></ul> <p>Appropriate poetic texts in grade one:</p> <ul style="list-style-type: none"><li>- tongue twisters (alliteration)</li><li>- chants, rhymes</li><li>- rounds</li><li>- jump rope rhymes</li><li>- jingles</li><li>- nursery rhymes</li><li>- pictures</li><li>- visual representations</li><li>- songs</li><li>- sense poems (description)</li><li>- modelled patterns (list poems, alphabet poems, acrostic poems) ...</li></ul> <p>May say:</p> <p>"When I read this poem, I don't get stuck because I know that the ends all rhyme and I remember my word families. I can see the rhyming words, even if I can't read them all. It's easy for me now."</p>

## Use Strategies and Cues

### Text Features

#### Grade 2 Specific Outcome 2.1.3

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

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

By the end of Grade 2 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 two, poetic textual cues include patterns or frames that organize the writing:

- titles
- illustrations
- poems organized by words: rhyme schemes, rhythms, alliteration, repetition, comparisons
- poems organized by frames/patterns: shape poems, list poems, acrostic poems, alphabet 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 two:

- tongue twisters (alliteration)
- chants, rhymes, rounds, jump rope rhymes
- jingles
- pictures
- visual representations
- songs
- sense poems (description)
- modelled patterns (list poems, alphabet poems, acrostic poems comparison poems)
- shape poems, concrete poems
- couplets
- raps
- readers' theatre ...

May say:

"I choose to use lots of short words in my poem to make it sound like the race was really fast. When you read my poem, your mouth really moves, like a tongue twister!"

#### Grade 3 Specific Outcome 2.1.3

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

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

By the end of Grade 3 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 three, 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
- 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 three:

- tongue twisters (alliteration)
- chants, rhymes, rounds, songs
- pictures, visual representations
- sense poems (description)
- modelled patterns (list poems, comparison poems)
- shape poems, concrete poems
- couplets
- raps
- readers' theatre ...
- diamantes
- spoonerisms
- riddles, jokes ...

May say:

"I am having a hard time modelling this song because it doesn't seem to have a real pattern to its verses. Sometimes there are four lines and then at other times there are only two."

## **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.**

### **K Specific Outcome 2.1.4**

#### **Recognize that letters represent sounds and words**

\*Graphophonic: the letter-sound system of language. It is recognizing that letters have associated sounds and knowing how to pronounce and blend those sounds to decipher unknown words. Phonics is only helpful if used when needed: to figure out words when writing and to decode words when reading.

\*While readers use graphophonics in reading, they do so in conjunction with the the other cueing systems - semantic, syntactic, and pragmatic.

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

#### **Specific Outcome Links**

Elements of Texts (2.3.2)

Spelling (4.3.2)

Cueing Systems: Semantic (2.1.5)

Cueing Systems: Syntactic (2.1.6)

Cueing Systems: Pragmatic (2.1.7)

### **1 Specific Outcome 2.1.4**

#### **Use knowledge of phonics and sight vocabulary with context cues to construct and confirm meaning**

\*Graphophonic: the letter-sound system of language. It is recognizing that letters have associated sounds and knowing how to pronounce and blend those sounds to decipher unknown words. Phonics is only helpful if used when needed: to figure out words when writing and to decode words when reading.

\*While readers use graphophonics in reading, they do so in conjunction with the the other cueing systems - semantic, syntactic, and pragmatic.

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

#### **Specific Outcome Links**

Elements of Texts (2.3.2)

Spelling (4.3.2)

Cueing Systems: Semantic (2.1.5)

Cueing Systems: Syntactic (2.1.6)

Cueing Systems: Pragmatic (2.1.7)

### Cueing Systems

#### 2 Specific Outcome 2.1.4

**Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context cues to construct and confirm meaning**

\*Graphophonic: the letter-sound system of language. It is recognizing that letters have associated sounds and knowing how to pronounce and blend those sounds to decipher unknown words. Phonics is only helpful if used when needed: to figure out words when writing and to decode words when reading.

\*While readers use graphophonics in reading, they do so in conjunction with the other cueing systems - semantic, syntactic, and pragmatic.

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

#### Specific Outcome Links

Elements of Texts (2.3.2)

Spelling (4.3.2)

Cueing Systems: Semantic (2.1.5)

Cueing Systems: Syntactic (2.1.6)

Cueing Systems: Pragmatic (2.1.7)

#### 3 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.

**\*Students in Grade Three should be using all four cueing systems in an integrated fashion to construct and confirm meaning from oral, print, and other media texts.**

Graphophonic: the letter-sound system of language. Recognizing that letters have associated sounds & knowing how to pronounce & blend those sounds to decipher unknown words. Phonics is helpful only if used when needed: to figure out words when writing and to decode words when reading.

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.

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.

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.

#### Specific Outcome Links

Elements of Texts (2.3.2)

Spelling (4.3.2)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.4</b></p> <p><b>Recognize that letters represent sounds and words</b></p>	<p><b>Grade 1 Specific Outcome 2.1.4</b></p> <p><b>Use knowledge of phonics and sight vocabulary with context cues to construct and confirm meaning</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.4 a. Identifies some letters of the alphabet, both upper and lower cases</b></p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p><b>2.1.4 b. Begins to identify sounds in words</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*Development of phonological awareness (the awareness of individual sounds in words, and words in sentences) is a critical component of literacy development. Phonological awareness is necessary to make sense of phonics instruction and to effectively use phonological strategies when reading and writing.</p> <p>*Students need to develop awareness of :</p> <ul style="list-style-type: none"><li>- individual words in sentences</li><li>- individual sounds in words</li><li>- rhyming words</li><li>- syllables (parts of words)</li><li>- words that start or end with the same sound</li><li>- segmenting and blending simple words</li><li>- changing one sound for another to create a new word</li></ul> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- rhyming, chanting, singing</li><li>- scribed or independent journal writing</li><li>- guided/shared/independent reading</li><li>- listing, labelling</li></ul> <p>May say:</p> <p>"That sound is in my name. It's an N."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.4 a. Identifies all letters of the alphabet, both upper and lower cases</b></p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p><b>2.1.4 b. Identifies sounds in words</b></p> <p>*Development of phonological awareness (the awareness of individual sounds in words, and words in sentences) is a critical component of literacy development. Phonological awareness is necessary to make sense of phonics instruction and to effectively use phonological strategies when reading and writing.</p> <p>*Students need to develop awareness of :</p> <ul style="list-style-type: none"><li>- individual words in sentences</li><li>- individual sounds in words</li><li>- rhyming words</li><li>- syllables (parts of words)</li><li>- words that start or end with the same sound</li><li>- segmenting and blending simple words</li><li>- changing one sound for another to create a new word</li></ul> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- rhyming, chanting, singing</li><li>- scribed or independent journal writing</li><li>- guided/shared/independent reading</li><li>- listing, labelling</li></ul>

**Cueing Systems - Graphophonic**

<p><b>Grade 2 Specific Outcome 2.1.4</b></p> <p>Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context cues to construct and confirm meaning</p>	<p><b>Grade 3 Specific Outcome 2.1.4</b></p> <p>Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>2.1.4 a. Continues to develop decoding strategies in context</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>*Word analysis includes:</p> <ul style="list-style-type: none"> <li>- word families</li> <li>- word endings</li> <li>- word patterns</li> <li>- word within a word ...</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- scribed or independent journal writing</li> <li>- captions</li> <li>- guided, shared and independent reading</li> <li>- inquiry</li> <li>- context of a sentence</li> <li>- read and read on</li> <li>- self-correcting</li> <li>- rereading ...</li> </ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>2.1.4 a. Reads for meaning; monitors, and self-corrects</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>Monitoring strategies may include:</p> <ul style="list-style-type: none"> <li>- rejecting /adjusting predictions</li> <li>- recognizing cause and effect relationships</li> <li>- using knowledge of grammar, capitalization, and punctuation</li> <li>- using word patterns (prefixes, suffixes)</li> <li>- making and confirming, rejecting, or adjusting inferences ...</li> </ul> <p>May say:</p> <p>"When I had to answer my group's questions, I had to reread that part of the chapter book because I wasn't sure..."</p> <p>See Comprehension Strategies (2.1.2)</p> <p><b>2.1.4 b. Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)</b></p> <p>*Fluency includes:</p> <ul style="list-style-type: none"> <li>- intonation</li> <li>- pace</li> <li>- rate</li> <li>- volume</li> <li>- attending to punctuation (word boundaries, capitalization, apostrophes, quotation marks)</li> <li>- attending to context ...</li> </ul> <p>*Attending to punctuation when reading aloud affects fluency, in particular expression, and phrasing.</p>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 2.1.4</b>  <b>Recognize that letters represent sounds and words</b>	<b>Grade 1 Specific Outcome 2.1.4</b>  <b>Use knowledge of phonics and sight vocabulary with context cues to construct and confirm meaning</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.4 . Information is on previous page(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.4 c. Identifies initial and final consonant sounds in context</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p><b>2.1.4 d. Begins to develop decoding strategies in context</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>*Appropriate in grade one:</p> <ul style="list-style-type: none"><li>- phonetics</li><li>- word families</li><li>- 'ing' ending</li><li>- word within a word (grin/in)</li><li>- strings of letters within words (list of words with 'br')</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- scribed or independent journal writing</li><li>- labels</li><li>- captions</li><li>- lists</li><li>- guided, shared and independent reading ...</li></ul> <p>See:</p> <p>Synthesize Information (3.3.4) Evaluate Group Processes (5.1.3)</p>

**Cueing Systems - Graphophonic**

<p><b>Grade 2 Specific Outcome 2.1.4</b></p> <p><b>Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context cues to construct and confirm meaning</b></p>	<p><b>Grade 3 Specific Outcome 2.1.4</b></p> <p><b>Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>2.1.4 b. Uses letter names and sounds to decode familiar and unfamiliar words in context</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>*Appropriate in grade two:  <ul style="list-style-type: none"> <li>- word families</li> <li>- 'ing' ending</li> <li>- word within a word (grin/in)</li> <li>- strings of letters within words (list of words with 'br')</li> </ul> </p> <p>Suggested activities:  <ul style="list-style-type: none"> <li>- journal writing</li> <li>- labels</li> <li>- captions</li> <li>- lists</li> <li>- guided and/or shared and/or independent reading activities</li> <li>- reader's process</li> <li>- shared and guided reading</li> <li>- writing process ...</li> </ul> </p> <p><b>2.1.4 c. Identifies initial, medial, and final consonants in context</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>2.1.4 c. Applies phonetic rules, and strategies to decode unfamiliar words in context</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>*Appropriate in grade three:  <ul style="list-style-type: none"> <li>- consonants (initial, medial, final)</li> <li>- vowels (long and short)</li> <li>- consonant combinations</li> <li>- vowel combinations</li> </ul> </p> <p>Suggested activities:  <ul style="list-style-type: none"> <li>- reading process</li> <li>- shared reading</li> <li>- guided reading</li> <li>- writing process ...</li> </ul> </p> <p><b>2.1.4 d. Extends sight vocabulary and high frequency words</b></p> <p><b>2.1.4 e. Applies knowledge of word analysis and context cues to predict meaning of new words, with guidance</b></p> <p>*Appropriate in grade three:  <ul style="list-style-type: none"> <li>- simple compound words</li> <li>- contractions</li> <li>- suffixes</li> <li>- prefixes</li> <li>- root words</li> </ul> </p> <p>May say:      "What does overdrive mean? Is it that you drive over something?"</p>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 2.1.4</b> <b>Recognize that letters represent sounds and words</b>	<b>Grade 1 Specific Outcome 2.1.4</b> <b>Use knowledge of phonics and sight vocabulary with context cues to construct and confirm meaning</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>2.1.4 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>2.1.4 e. Begins to identify medial consonant sounds in context</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>2.1.4 f. Begins to identify vowel sounds in context</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>2.1.4 g. Begins to identify consonant blends in context</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*using texts with an appropriate complexity of content and sophistication of style</p>

**Cueing Systems - Graphophonic**

<p><b>Grade 2 Specific Outcome 2.1.4</b></p> <p>Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context cues to construct and confirm meaning</p>	<p><b>Grade 3 Specific Outcome 2.1.4</b></p> <p>Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p><b>2.1.4 d. Identifies long and short vowel sounds in context</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p><b>2.1.4 e. Begins to use consonant combinations in context</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p><b>2.1.4 f. Begins to use vowel combinations in context</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p><b>2.1.4 f. Recognizes that different text structures are required for different purposes</b></p> <p>* For example:</p> <ul style="list-style-type: none"> <li>- narratives have beginning, middle and end</li> <li>- recipes begin with lists of ingredients and go to procedures</li> <li>- letters begin with a date and salutation</li> <li>- informational texts have headings and paragraphs ...</li> </ul> <p><b>2.1.4 g. Interacts with oral print, and other media texts to talk about author's or creator's purpose, audience, and choice of structure or form</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*It is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).</p> <p>May say: "When it is a play, it is for us to act and you guys to watch."</p> <p>"The author is trying to be funny. Look at all the characters' names - they are all names of cheeses and the characters are all rats. Why did he choose those?"</p> <p>See:</p> <ul style="list-style-type: none"> <li>Experience Various Texts (2.2.1)</li> <li>Forms and Genres (2.3.1)</li> <li>Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</li> <li>Create Original Texts (4.1.3)</li> </ul>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 2.1.4</b> <b>Recognize that letters represent sounds and words</b>	<b>Grade 1 Specific Outcome 2.1.4</b> <b>Use knowledge of phonics and sight vocabulary with context cues to construct and confirm meaning</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  2.1.4 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  2.1.4 . Information is on previous page(s)

## Use Strategies and Cues

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### Cueing Systems - Graphophonic

<p><b>Grade 2 Specific Outcome 2.1.4</b> Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context cues to construct and confirm meaning</p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.1.4 . Information is on previous page(s)</p>	<p><b>Grade 3 Specific Outcome 2.1.4</b> Use vocabulary, language structure, and context to construct meaning of oral, print, and other media texts</p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.1.4 h. Makes inferences to negotiate meaning of oral print, and other media texts (personal interpretations), with guidance</p> <p>*It is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).</p> <p>May say: "The author is trying to be funny. Look at all the characters' names - they are all names of cheeses and the characters are all rats. Why did he choose those?"</p> <p>See: Respond to Various Texts (2.2.2) Elements of Texts (2.3.2) Word Choice and Artistry of Texts (2.3.3) Enhance Artistry (4.2.4)</p>
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## **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.**

### **K Specific Outcome 2.1.5**

#### **Recognize that print has meaning**

\*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; the conceptual meanings can vary from concrete to abstract.

\*Cueing Systems (Graphophonic, Semantic, Syntactic, and Pragmatic) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

#### **Specific Outcome Links**

Comprehension Strategies (2.1.2)  
Cueing Systems: Graphophonic (2.1.4)  
Cueing Systems: Semantic (2.1.5)  
Cueing Systems: Syntactic (2.1.6)  
Cueing Systems: Pragmatic (2.1.7)

### **1 Specific Outcome 2.1.5**

#### **Use word meaning, phonics, and sight vocabulary to construct and confirm meaning**

\*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; the conceptual meanings can vary from concrete to abstract.

\*Cueing Systems (Graphophonic, Semantic, Syntactic, and Pragmatic) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

#### **Specific Outcome Links**

Comprehension Strategies (2.1.2)  
Cueing Systems: Graphophonic (2.1.4)  
Cueing Systems: Semantic (2.1.5)  
Cueing Systems: Syntactic (2.1.6)  
Cueing Systems: Pragmatic (2.1.7)

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**Cueing Systems - Semantic**

**2 Specific Outcome 2.1.5**

**Integrate word meaning with knowledge of phonics and sight vocabulary, structural analysis, and context cues to construct and confirm meaning**

\*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; the conceptual meanings can vary from concrete to abstract.

\*Cueing Systems (Graphophonic, Semantic, Syntactic, and Pragmatic) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

**Specific Outcome Links**

- Comprehension Strategies (2.1.2)
- Cueing Systems: Graphophonic (2.1.4)
- Cueing Systems: Semantic (2.1.5)
- Cueing Systems: Syntactic (2.1.6)
- Cueing Systems: Pragmatic (2.1.7)

**3 Specific Outcome 2.1.5**

**At this grade level, these outcomes are covered in 2.1.4. (Cueing Systems )**

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.5</b></p> <p><b>Recognize that print has meaning</b></p>	<p><b>Grade 1 Specific Outcome 2.1.5</b></p> <p><b>Use word meaning, phonics, and sight vocabulary to construct and confirm meaning</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.5 a. Recognizes that print has meaning and/or that scribbles represent words</b></p> <p>Examples may include: - telling a story while following the print with finger</p> <p>May say: "Tell me what that says."</p> <p><b>2.1.5 b. Begins to read familiar words, and words that have personal significance, in context</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Examples may include: - own name - names of father/mother/friends/siblings ...</p> <p>See Text Features (2.1.3)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.5 a. Reads high frequency words, familiar words, and words that have personal significance, in context</b></p> <p>Examples may include: - own writing - experience charts - labels - colours - theme words, word families, word walls - high frequency words - days of the week, months of the year - book titles - favourite foods, favourite TV shows/movies - names of pets/father/mother/friends/siblings - song lyrics/words - highlighted words in interactive software - repeated words or phrases or patterns (predictable books) - rhyming words (poems) ...</p> <p>Strategies may include: - predicting - inferring - verifying meaning of words ...</p> <p>May say: "That must be a ball or balloon or boat. Or what else could that boy be playing with?"</p>

### Cueing Systems - Semantic

<p><b>Grade 2 Specific Outcome 2.1.5</b> Integrate word meaning with knowledge of phonics and sight vocabulary, structural analysis, and context cues to construct and confirm meaning</p>	<p><b>Grade 3 Specific Outcome 2.1.5</b> At this grade level, these outcomes are covered in 2.1.4. ( Cueing Systems )</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.1.5 a. <b>Reads familiar words and unfamiliar words, in context</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- own writing</li><li>- experience charts</li><li>- labels</li><li>- colours</li><li>- theme words, word families, word walls</li><li>- high frequency words</li><li>- days of the week, months of the year</li><li>- book titles</li><li>- favourite foods, favourite TV shows/movies</li><li>- names of pets/father/mother/friends/siblings</li><li>- song lyrics/words</li><li>- highlighted words in interactive software</li><li>- repeated words or phrases or patterns (predictable books)</li><li>- rhyming words (poems) ...</li></ul> <p>Strategies may include:</p> <ul style="list-style-type: none"><li>- predicting</li><li>- inferring</li><li>- verifying meaning of words ...</li></ul> <p>May say:</p> <p>"The movie is about sharing or being kind to others, so I think that when they kept using the word 'greed', it must mean..."</p> <p>"This pamphlet is about musk oxen, so maybe this is..."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.1.5 a. See 2.1.4</p>

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.5</b></p> <p><b>Recognize that print has meaning</b></p>	<p><b>Grade 1 Specific Outcome 2.1.5</b></p> <p><b>Use word meaning, phonics, and sight vocabulary to construct and confirm meaning</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.5 c. Begins to read for meaning</b></p> <p>"Begins" indicates that the acquisition of the skill is <b>not yet consistent</b> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>*using cues such as picture cues, graphophonic cues ...</p> <p>Monitoring strategies may include:</p> <ul style="list-style-type: none"><li>- talking</li><li>- questioning</li><li>- listening</li><li>- using picture cues and visuals</li><li>- guessing and checking</li><li>- predicting</li><li>- retelling</li><li>- responding to texts</li><li>- accessing background and prior knowledge ...</li></ul> <p>May say: "That doesn't make sense. I have to reread this."</p> <p>"That is not what the picture shows. Maybe the word in not goat, but giraffe like in the picture on the next page."</p> <p>See Comprehension Strategies (2.1.2)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.5 b. Reads for meaning, and begins to monitor and self-correct</b></p> <p>"Begins" indicates that the acquisition of the skill is <b>not yet consistent</b> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>Monitoring strategies might include:</p> <ul style="list-style-type: none"><li>- talking</li><li>- questioning</li><li>- listening</li><li>- using picture cues and visuals</li><li>- guessing and checking</li><li>- predicting</li><li>- retelling</li><li>- responding to texts</li><li>- accessing background and prior knowledge</li><li>- rereading for sense</li><li>- reading on</li><li>- using graphophonic cues</li><li>- finding a word within a word</li><li>- using word family or word patterns</li><li>- syllabication</li><li>- using context cues</li><li>- self-correcting</li><li>- thinking aloud</li><li>- skipping a word ...</li></ul> <p>May say: "That doesn't make sense. I have to reread this."</p> <p>"That is not what the picture shows. Maybe the word in not goat, but giraffe like in the picture on the next page."</p> <p>See Comprehension Strategies (2.1.2)</p>

### Cueing Systems - Semantic

<p><b>Grade 2 Specific Outcome 2.1.5</b></p> <p><b>Integrate word meaning with knowledge of phonics and sight vocabulary, structural analysis, and context cues to construct and confirm meaning</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>2.1.5 b. Reads for meaning; monitors, and self-corrects</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>Monitoring strategies may include:</p> <ul style="list-style-type: none"> <li>- talking, listening, questioning, exploratory talk</li> <li>- using picture cues and visuals</li> <li>- guessing and checking, predicting, confirming predictions, retelling</li> <li>- accessing background and prior knowledge</li> <li>- rereading for sense, reading on</li> <li>- using graphophonic cues, finding a word within a word, syllabication</li> <li>- using word family or word patterns, using context cues</li> <li>- self-correcting, thinking aloud, skipping a word, substituting</li> <li>- comparing, look-it-over</li> <li>- adjusting reading rate</li> <li>- mapping, concept maps, webs, chapter maps, flow charts, timelines</li> <li>- identifying and using root words</li> <li>- identifying and using plural and tense markers to anticipate meaning</li> <li>- using knowledge of text structures and grammar to comprehend text (e.g. story structure to comprehend narrative text, informational text structures to comprehend nonfiction)</li> <li>- using knowledge of textual cues (titles/words)</li> <li>- using knowledge of word analysis (word chunks, word family endings, word-within-a-word)</li> </ul> <p>May say:</p> <p>"All of the words at the end of the lines finish the same, so we have to find a word to finish this poem that ends with..."</p> <p>"I can't read this word, but I think I still get the story if I just skip it."</p> <p>See Comprehension Strategies (2.1.2)</p>	<p><b>Grade 3 Specific Outcome 2.1.5</b></p> <p><b>At this grade level, these outcomes are covered in 2.1.4. ( Cueing Systems )</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>2.1.5 . Information is on previous page(s)</b></p>
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**General Outcome:**

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

<b>Kindergarten Specific Outcome 2.1.5</b>  Recognize that print has meaning	<b>Grade 1 Specific Outcome 2.1.5</b>  Use word meaning, phonics, and sight vocabulary to construct and confirm meaning
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  2.1.5 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  2.1.5 c. Begins to read familiar and predictable texts with some fluency (accuracy, expression, automaticity)  "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.  2.1.5 d. Begins to apply knowledge of word analysis to predict meaning, 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.  Examples may include: - simple compound words - contractions

## Use Strategies and Cues

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### Cueing Systems - Semantic

<p><b>Grade 2 Specific Outcome 2.1.5</b></p> <p>Integrate word meaning with knowledge of phonics and sight vocabulary, structural analysis, and context cues to construct and confirm meaning</p>	<p><b>Grade 3 Specific Outcome 2.1.5</b></p> <p>At this grade level, these outcomes are covered in 2.1.4. ( Cueing Systems )</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.1.5 c. <b>Reads familiar and new texts (grade appropriate) with some fluency (accuracy, expression, automaticity)</b></p> <p>Attends to: - intonation - pace - volume ...</p> <p>2.1.5 d. <b>Applies knowledge of word analysis to predict meaning of new words, with guidance</b></p> <p>Examples may include: - simple compound words - contractions - suffixes - prefixes</p> <p>May say: "The word snow is in that word. Maybe it means..."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.1.5 . <b>Information is on previous page(s)</b></p>

## **General Outcome:**

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

### **K Specific Outcome 2.1.6**

**Recognize that letters go together to make words, and words to make sentences**

\*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. It occurs at higher levels of text organization than just the sentence.

\*Cueing Systems (Graphophonic, Semantic, Syntactic, and Pragmatic) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

#### **Specific Outcome Links**

Comprehension Strategies (2.1.2)  
Cueing Systems: Graphophonic (2.1.4)  
Cueing Systems: Semantic (2.1.5)  
Cueing Systems: Syntactic (2.1.6)  
Cueing Systems: Pragmatic (2.1.7)  
Grammar and Usage (4.3.1)  
Punctuation and Capitalization (4.3.3)

### **1 Specific Outcome 2.1.6**

**Use knowledge of words and sentences, with word meaning, phonics, and sight vocabulary, to construct and confirm meaning**

\*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. It occurs at higher levels of text organization than just the sentence.

\*Cueing Systems (Graphophonic, Semantic, Syntactic, and Pragmatic) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

#### **Specific Outcome Links**

Comprehension Strategies (2.1.2)  
Cueing Systems: Graphophonic (2.1.4)  
Cueing Systems: Semantic (2.1.5)  
Cueing Systems: Syntactic (2.1.6)  
Cueing Systems: Pragmatic (2.1.7)  
Grammar and Usage (4.3.1)  
Punctuation and Capitalization (4.3.3)

## Cueing Systems - Syntactic

### 2 Specific Outcome 2.1.6

**Integrate knowledge of structural analysis, word meaning, phonics, and sight vocabulary with context cues to construct and confirm meaning**

\*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. It occurs at higher levels of text organization than just the sentence.

\*Cueing Systems (Graphophonic, Semantic, Syntactic, and Pragmatic) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

#### Specific Outcome Links

- Comprehension Strategies (2.1.2)
- Cueing Systems: Graphophonic (2.1.4)
- Cueing Systems: Semantic (2.1.5)
- Cueing Systems: Syntactic (2.1.6)
- Cueing Systems: Pragmatic (2.1.7)
- Grammar and Usage (4.3.1)
- Punctuation and Capitalization (4.3.3)

### 3 Specific Outcome 2.1.6

**At this grade level, these outcomes are covered in 2.1.4. (Cueing Systems )**

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.6</b></p> <p>Recognize that letters go together to make words, and words to make sentences</p>	<p><b>Grade 1 Specific Outcome 2.1.6</b></p> <p>Use knowledge of words and sentences, with word meaning, phonics, and sight vocabulary, to construct and confirm meaning</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>2.1.6 a. Recognizes that letters go together to make words, and words go together to make sentences</p> <p>*Early in Kindergarten, scribbles represent words.</p> <p>2.1.6 b. Begins to talk about periods in familiar texts</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>2.1.6 a. Recognizes when language is not structured correctly (word order)</p> <p>May say: "Oops we made a mistake in our play. We said, 'the house pretty is', but we were supposed to say, 'the house is pretty'."</p> <p>2.1.6 b. Begins to recognize that different text structures are required for different purposes</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Examples may include recognizing that:</p> <ul style="list-style-type: none"><li>- narratives have beginning, middle and end</li><li>- recipes begin with lists of ingredients and go to procedures</li><li>- letters begin with a date and salutation ...</li></ul> <p>2.1.6 c. Begins to attend to end punctuation, word boundaries, and capitalization when reading aloud</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*Attending to punctuation when reading aloud affects fluency, in particular expression and phrasing.</p> <p>May say: "Oh yeah, I have to stop here because there is a period."</p>

**Cueing Systems - Syntactic**

<p><b>Grade 2 Specific Outcome 2.1.6</b></p> <p>Integrate knowledge of structural analysis, word meaning, phonics, and sight vocabulary with context cues to construct and confirm meaning</p>	<p><b>Grade 3 Specific Outcome 2.1.6</b></p> <p>At this grade level, these outcomes are covered in 2.1.4. ( Cueing Systems )</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.1.6 a. <b>Recognizes that different text structures are required for different purposes</b></p> <p>Examples may include recognizing that:</p> <ul style="list-style-type: none"> <li>- narratives have beginning, middle and end</li> <li>- recipes begin with lists of ingredients and go to procedures</li> <li>- letters begin with a date and salutation</li> <li>- informational texts have headings ...</li> </ul> <p>2.1.6 b. <b>Attends to end punctuation, word boundaries, and capitalization when reading aloud</b></p> <p>*Attending to punctuation when reading aloud affects fluency, in particular expression and phrasing.</p> <p>2.1.6 c. <b>Applies knowledge of grammar to predict meaning, with guidance</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- plural markers</li> <li>- tense markers (ed, s, ing)</li> </ul> <p>May say:</p> <p>"This had to have happened yesterday because the newspaper headline says 'crashed'."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.1.6 a. See 2.1.4</p>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 2.1.6</b>  <b>Recognize that letters go together to make words, and words to make sentences</b>	<b>Grade 1 Specific Outcome 2.1.6</b>  <b>Use knowledge of words and sentences, with word meaning, phonics, and sight vocabulary, to construct and confirm meaning</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  2.1.6 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  2.1.6 d. Begins to apply knowledge of grammar to predict meaning, 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.  Examples may include: - plural markers - tense markers (ed, s , ing)

## Use Strategies and Cues

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### Cueing Systems - Syntactic

<p><b>Grade 2 Specific Outcome 2.1.6</b> Integrate knowledge of structural analysis, word meaning, phonics, and sight vocabulary with context cues to construct and confirm meaning</p>	<p><b>Grade 3 Specific Outcome 2.1.6</b> At this grade level, these outcomes are covered in 2.1.4. ( Cueing Systems )</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.1.6 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.1.6 . Information is on previous page(s)</p>

## **General Outcome:**

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

### **K Specific Outcome 2.1.7**

#### **Begin to talk about context and purpose in texts**

\*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.

\*Cueing Systems (Graphophonic, Semantic, Syntactic, and Pragmatic) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

#### **Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

Comprehension Strategies (2.1.2)

Cueing Systems: Graphophonic (2.1.4)

Cueing Systems: Semantic (2.1.5)

Cueing Systems: Syntactic (2.1.6)

Cueing Systems: Pragmatic (2.1.7)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

### **1 Specific Outcome 2.1.7**

**Use context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis, to construct and confirm meaning**

\*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.

\*Cueing Systems (Graphophonic, Semantic, Syntactic, and Pragmatic) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

#### **Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

Comprehension Strategies (2.1.2)

Cueing Systems: Graphophonic (2.1.4)

Cueing Systems: Semantic (2.1.5)

Cueing Systems: Syntactic (2.1.6)

Cueing Systems: Pragmatic (2.1.7)

Experience Various Texts (2.2.1)

Respond to Various Texts (2.2.2)

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**Cueing Systems - Pragmatic**

**2 Specific Outcome 2.1.7**

**Integrate context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis, to construct and confirm meaning**

\*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.

\*Cueing Systems (Graphophonic, Semantic, Syntactic, and Pragmatic) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts.

**Specific Outcome Links**

- Express Ideas and Consider Others' Ideas (1.1.1)
- Comprehension Strategies (2.1.2)
- Cueing Systems: Graphophonic (2.1.4)
- Cueing Systems: Semantic (2.1.5)
- Cueing Systems: Syntactic (2.1.6)
- Cueing Systems: Pragmatic (2.1.7)
- Experience Various Texts (2.2.1)
- Respond to Various Texts (2.2.2)

**3 Specific Outcome 2.1.7**

**At this grade level, these outcomes are covered in 2.1.4. ( Cueing Systems )**

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.7</b></p> <p><b>Begin to talk about context and purpose in texts</b></p>	<p><b>Grade 1 Specific Outcome 2.1.7</b></p> <p><b>Use context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis, to construct and confirm meaning</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p>2.1.7 a. Begins to interact with text to talk about an author's or creator's purpose, audience, and choice of structure or form</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>May say: "It's a list, so it tells me what to buy."</p> <p>See: 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)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p>2.1.7 a. Interacts with text to talk about an author's or creator's purpose, audience, and choice of structure or form</p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>May say: "I wrote a song for the Kindergarten class to show that I was happy, but this song has lots of loud drums. I think the musician wanted to tell us how angry he feels about..."</p> <p>See: 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)</p>

**Cueing Systems - Pragmatic**

<p><b>Grade 2 Specific Outcome 2.1.7</b></p> <p><b>Integrate context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis, to construct and confirm meaning</b></p>	<p><b>Grade 3 Specific Outcome 2.1.7</b></p> <p><b>At this grade level, these outcomes are covered in 2.1.4. ( Cueing Systems )</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>2.1.7 a. Interacts with text to talk about an author's or creator's purpose, audience, and choice of structure or form</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>May say: "This is for little kids because it has only a few words and lots of pictures."</p> <p>See: 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)</p> <p><b>2.1.7 b. Makes inferences to negotiate meaning of text (personal interpretations) with guidance</b></p> <p>*It is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).</p> <p>Conversation topics in literature circles may include: - students' background and prior knowledge/experiences - author's/creator's intent - characters' feelings - how a quotation might be read/interpreted - author's/creator's message ...</p> <p>May say: "All of the fairy tales we watched have a good guy and a bad guy. So fairy tales try to teach us to be good people or else we will end up like the wolf or the step mother."</p> <p>See Respond to Various Texts (2.2.2) Elements of Texts (2.3.2) Word Choice and Artistry of Texts (2.3.3) Enhance Artistry (4.2.4)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>2.1.7 a. See 2.1.4</b></p>

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.1.7</b></p> <p><b>Begin to talk about context and purpose in texts</b></p>	<p><b>Grade 1 Specific Outcome 2.1.7</b></p> <p><b>Use context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis, to construct and confirm meaning</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.1.7 b. Begins to make inferences to negotiate meaning of text (personal interpretations) with guidance</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*It is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).</p> <p>Conversation topics in literature circles may include:</p> <ul style="list-style-type: none"><li>- students' background and prior knowledge/experiences</li><li>- characters' feelings</li><li>- how a quotation might be read ...</li></ul> <p>May say:</p> <p>"We think you have to sing this poem because all of the lines end in a rhyme and it feels better when we do it like a song."</p> <p>"When we see big capital letters, we have to read it really loud!"</p> <p>See</p> <p>Respond to Various Texts (2.2.2) Elements of Texts (2.3.2) Word Choice and Artistry of Texts (2.3.3) Enhance Artistry (4.2.4)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.1.7 b. Makes inferences to negotiate meaning of text (personal interpretations) with guidance</b></p> <p>*It is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).</p> <p>Conversation topics in literature circles may include:</p> <ul style="list-style-type: none"><li>- students' background and prior knowledge/experiences</li><li>- author's/creator's intent</li><li>- characters' feelings</li><li>- how a quotation might be read/interpreted ...</li></ul> <p>May say:</p> <p>"I think you have to use a big voice when you read this because those letters are big and dark!"</p> <p>"Maybe the painter wanted to tell us that he was angry; so he chose red and black."</p> <p>See</p> <p>Respond to Various Texts (2.2.2) Elements of Texts (2.3.2) Word Choice and Artistry of Texts (2.3.3) Enhance Artistry (4.2.4)</p>

## Use Strategies and Cues

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### Cueing Systems - Pragmatic

#### Grade 2 Specific Outcome 2.1.7

Integrate context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis, to construct and confirm meaning

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

By the end of Grade 2 the student ...

2.1.7 . Information is on previous page(s)

#### Grade 3 Specific Outcome 2.1.7

At this grade level, these outcomes are covered in 2.1.4.  
( Cueing Systems )

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

By the end of Grade 3 the student ...

2.1.7 . 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.**

### K 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)

### 1 Specific Outcome 2.2.1

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

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

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

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

\*Reading process stages include:

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

\*Viewing process stages include:

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

\*Listening process stages include:

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

#### Specific Outcome Links

Connect Self, Texts, and Culture (2.2.3)

Elements of Texts (2.3.2)

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

Appreciate Diversity (5.2.2)

**Experience Various Texts****2 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)

**3 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.**

<b>Kindergarten Specific Outcome 2.2.1</b> <b>Explore a variety of oral, print, and other media texts</b>	<b>Grade 1 Specific Outcome 2.2.1</b> <b>Explore a variety of oral, print, and other media texts</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures</b></p> <p>Examples may include: - Elders' stories - guests' stories - familiar and unfamiliar stories - audio and video representations ...</p> <p>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 ...</p> <p><b>2.2.1 b. Sets a purpose for reading</b></p> <p>Examples 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 ...</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures</b></p> <p>Examples may include: - Elders' stories - guests' stories - familiar and unfamiliar stories - audio and video representations ...</p> <p>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 ...</p> <p><b>2.2.1 b. Sets a purpose for reading</b></p> <p>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 ...</p>

**Experience Various Texts**

**Grade 2 Specific Outcome 2.2.1**

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

**Grade 3 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 2 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 ...

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 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 ...

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.2.1</b></p> <p><b>Explore a variety of oral, print, and other media texts</b></p>	<p><b>Grade 1 Specific Outcome 2.2.1</b></p> <p><b>Explore a variety of oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p>2.2.1 c. <b>Explores a variety of narrative texts (oral, print, and other media)</b></p> <p><b>*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).</b></p> <p><b>*Required</b> narrative texts to <b>explore</b> in Kindergarten:</p> <ul style="list-style-type: none"><li>- sequenced pictures, illustrations and/or videos</li><li>- oral stories (audio representations)</li><li>- story books (wordless picture books or with low proportion of text)</li><li>- stories and picture books written by classmates</li><li>- predictable books</li><li>- puppet plays</li><li>- improvisations and dramatizations</li><li>- narratives where the main character is: concrete, close to learner's experiences</li><li>- narratives where setting (place) is: obvious, singular</li><li>- narratives where plot includes: clear sequence (beginning, middle, end), action</li><li>- narratives where ideas, content, vocabulary, and theme are grade appropriate</li></ul> <p>Appropriate narrative texts in Kindergarten include:</p> <ul style="list-style-type: none"><li>- sculptures</li><li>- dances</li><li>- fairy tales</li><li>- narrative poems</li><li>- songs ...</li></ul> <p>See:</p> <p>Connect Self, Texts, and Culture (2.2.3) Appreciate Diversity (5.2.2)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p>2.2.1 c. <b>Explores a variety of narrative texts (oral, print, and other media)</b></p> <p><b>*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).</b></p> <p><b>*Required</b> narrative texts to <b>explore</b> in grade one:</p> <ul style="list-style-type: none"><li>- sequenced pictures, illustrations and/or videos</li><li>- oral stories (audio representations)</li><li>- story books (wordless picture books or with low proportion of text)</li><li>- stories and picture books written by classmates</li><li>- predictable books</li><li>- plays (scripts of familiar stories)</li><li>- improvisations and dramatizations</li><li>- traditional tales, such as fairy tales</li><li>- narratives where the main character is: predictable (inferences can be made about character's actions and feelings), concrete, close to learner's experiences</li><li>- narratives where setting (place) is: obvious, singular</li><li>- narratives where plot includes: clear sequence (beginning, middle, end), action</li><li>- narratives where ideas, content, vocabulary, and theme are grade appropriate</li></ul> <p>Appropriate narrative texts in grade one include:</p> <ul style="list-style-type: none"><li>- sculptures</li><li>- dances</li><li>- folk tales</li><li>- narrative poems</li><li>- songs</li><li>- scripts/dramas (plays, puppet plays ...)</li><li>- tableaux</li><li>- comic strips, cartoon strips ...</li></ul> <p>See:</p> <p>Connect Self, Texts, and Culture (2.2.3) Appreciate Diversity (5.2.2)</p>

Experience Various Texts

**Grade 2 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 2 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 two:

- sequenced pictures, illustrations and/or videos
- oral stories (audio representations)
- story books (with increasing proportion of text)
- stories and picture books written by classmates
- predictable books
- plays (scripts of familiar stories)
- improvisations and dramatizations
- traditional tales, such as fairy tales, fables, legends, tall tales, folk tales
- novellestes/novellae (often in a series, chapters are very short (2-3 pages), supported by a few illustrations, often written in the first person, and usually feature a great deal of dialogue and action)
- narratives where the main and minor characters are: predictable (inferences can be made about characters' actions and feelings), concrete, close to learner's experiences
- narratives where setting (time and place) is: obvious and singular (in novellestes two settings are possible)
- narratives where plot includes: clear sequence (beginning, middle, end), action, problem is solved and there is no ambiguity in the ending, clear cause-effect pattern
- narratives where ideas, content, vocabulary, and theme are grade appropriate

Appropriate narrative texts in grade two include:

- dances, songs, sculptures
- folk tales
- narrative poems
- comic strips or cartoon strips in the form of a narrative ...

See:

Connect Self, Texts, and Culture (2.2.3)

**Grade 3 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 3 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 three:

- sequenced pictures, illustrations and/or videos
- oral stories (audio representations)
- story books (high proportion of text)
- stories and picture books written by classmates
- predictable books
- plays (scripts)
- improvisations and dramatizations
- traditional tales, such as fairy tales, fables, legends, tall tales, folk tales, myths
- novellestes/novellae: often in a series, chapters are short (5-10 pages) with an increasing amount of text on each page, usually featuring a great deal of dialogue and action, often written in the first person, and sometimes supported by a few illustrations; each chapter usually presents and solves a problem
- 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 novellestes two settings are possible)
- narratives where plot includes: clear sequence (beginning, middle, end), action, problem is solved and there is no ambiguity in the ending, clear cause-effect pattern
- narratives where ideas, content, vocabulary, and theme are grade appropriate

Appropriate narrative texts in grade three 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) ...

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.2.1</b></p> <p><b>Explore a variety of oral, print, and other media texts</b></p>	<p><b>Grade 1 Specific Outcome 2.2.1</b></p> <p><b>Explore a variety of oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p>2.2.1 d. <b>Explores a variety of expository texts (oral, print, and other media)</b></p> <p><b>*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).</b></p> <p><b>*Required</b> expository texts to <b>explore</b> in Kindergarten:</p> <ul style="list-style-type: none"><li>- alphabet books</li><li>- number books</li><li>- simple predictable informational books</li><li>- environmental print (signs, packages, labels, advertising, logos ...)</li><li>- charts, pictographs</li><li>- visual schedules</li><li>- morning message</li><li>- lists (names, phone numbers)</li><li>- websites</li><li>- catalogues</li></ul> <p>Appropriate expository texts in Kindergarten include:</p> <ul style="list-style-type: none"><li>- pictures, illustrations, signs</li><li>- props (airline tickets, menus, appointment cards, prescriptions ...)</li><li>- charts, pictographs, calendars</li><li>- instructions/directions (games, maps, centres, ...)</li><li>- recipes, lists, rules, telephone books</li><li>- learning logs</li><li>- pictionaries</li><li>- thank you notes, invitations, notes, cards, postcards, letters (to family, to friends ...)</li><li>- book reviews (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures ...) ...</li></ul> <p>Digital texts examples:</p> <ul style="list-style-type: none"><li>- websites, digitized texts (books that have been scanned or adapted for use on the computer), slide shows ...</li></ul> <p>See:</p> <p>Connect Self, Texts, and Culture (2.2.3)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p>2.2.1 d. <b>Explores a variety of expository texts (oral, print, and other media)</b></p> <p><b>*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).</b></p> <p><b>*Required</b> expository texts to <b>explore</b> in grade one:</p> <ul style="list-style-type: none"><li>- simple predictable informational books</li><li>- environmental print (signs, packages, labels, advertising, logos, etc.)</li><li>- charts, pictographs</li><li>- visual schedules</li><li>- morning message</li><li>- web sites</li><li>- catalogues</li><li>- predictable books</li><li>- explanations</li><li>- simple maps and diagrams</li><li>- "how to" books</li><li>- letters</li><li>- simple informational texts</li><li>- pictures in magazines</li><li>- pictionaries</li><li>- simple graphic organizers</li></ul> <p>Appropriate expository texts, in addition to those listed in previous grade:</p> <ul style="list-style-type: none"><li>- descriptions, graphs, diagrams, posters, reports</li><li>- science experiments</li><li>- nonfiction books, dictionaries</li><li>- letters (to characters, to familiar people)</li><li>- envelopes</li><li>- newspapers, magazines, advertisements ...</li></ul> <p>Digital texts examples:</p> <ul style="list-style-type: none"><li>- websites</li><li>- digitized texts</li><li>- slide shows, bulletin boards</li><li>- mailing lists ...</li></ul> <p>See:</p> <p>Connect Self, Texts, and Culture (2.2.3)</p>

## Respond to Texts

### Experience Various Texts

#### Grade 2 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 2 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 two:

- primary magazines
- primary information websites
- simple maps, charts
- information posters
- recipes
- informational text with pictures/diagrams and a higher proportion of text
- schedules
- menus
- TV listings
- cards and invitations
- hockey cards, games cards
- calendar
- addresses and envelopes

Appropriate expository texts, in addition to those listed in previous grades:

- cookbooks
- itineraries, schedules, agendas
- television guides, commercials
- tips (for bicycle, bus, fire, water safety ...)
- research projects/reports
- summaries
- letters (pen pal letters ...)
- book reviews (dioramas, character mobiles, book jackets, improvisations ...)

Digital texts examples:

- websites
- digitized texts
- slide shows, bulletin boards
- mailing lists ...

See:

Connect Self, Texts, and Culture (2.2.3)

#### Grade 3 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 3 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 three:

- book jackets
- DVD covers
- magazines
- brochures
- newsletters
- surveys
- board games
- agendas, itineraries, schedules
- trivia
- informational books focused on a more narrow topic; higher proportion of text to illustrations

Appropriate expository texts for grade three:

- classifieds ads
- brochures or travel guides
- book jackets, DVD covers
- recipes, lists, rules, instructions/directions (games, maps, task cards, ...)
- interviews, questionnaires, surveys
- timelines, itineraries, schedules, agendas
- brochures/tips (bicycle, bus, fire, water safety ...)
- magazine and newspaper articles, newsletters
- slide shows (Powerpoint representations)
- letters (letters of request or information)
- book reviews (graphic organizers ...)
- research projects, science experiments
- non-fiction books, atlases, encyclopedia ...

Digital texts examples:

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

See:

Connect Self, Texts, and Culture (2.2.3)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.2.1</b></p> <p><b>Explore a variety of oral, print, and other media texts</b></p>	<p><b>Grade 1 Specific Outcome 2.2.1</b></p> <p><b>Explore a variety of oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p>2.2.1 e. <b>Explores a variety poetic texts (oral, print, and other media)</b></p> <p><b>*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).</b></p> <p><b>*Required</b> poetic texts to <b>explore</b> in Kindergarten are poems with:</p> <ul style="list-style-type: none"><li>- lots of repetition (refrain, lines, phrases)</li><li>- strong rhythm</li><li>- rhyming patterns</li><li>- some simple figurative language (often includes onomatopoeia (sounds), alliteration)</li></ul> <p>Appropriate poetic texts in Kindergarten include:</p> <ul style="list-style-type: none"><li>- tongue twisters (alliteration)</li><li>- chants</li><li>- rhymes</li><li>- rounds</li><li>- jump rope rhymes</li><li>- jingles</li><li>- nursery rhymes</li><li>- pictures</li><li>- visual representations</li><li>- songs ...</li></ul> <p>See:</p> <p>Connect Self, Texts, and Culture (2.2.3) Appreciate Diversity (5.2.2)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p>2.2.1 e. <b>Explores a variety of poetic texts (oral, print, and other media)</b></p> <p><b>*For assessment purposes the distinction between grade levels is itemized in Elements of Texts (2.3.2).</b></p> <p><b>*Required</b> poetic texts to <b>explore</b> in grade one are poems with:</p> <ul style="list-style-type: none"><li>- lots of repetition (refrain, lines, phrases)</li><li>- strong rhythm</li><li>- description (grade appropriate vocabulary and qualifiers)</li><li>- rhyming patterns</li><li>- some simple figurative language (often includes onomatopoeia (sounds), alliteration)</li></ul> <p>Appropriate poetic texts in grade one include:</p> <ul style="list-style-type: none"><li>- tongue twisters (alliteration)</li><li>- chants</li><li>- rhymes</li><li>- rounds</li><li>- jump rope rhymes</li><li>- jingles</li><li>- nursery rhymes</li><li>- pictures</li><li>- visual representations</li><li>- songs</li><li>- sense poems (description)</li><li>- modelled patterns (list poems, alphabet poems, acrostic poems) ...</li></ul> <p>See:</p> <p>Connect Self, Texts, and Culture (2.2.3) Appreciate Diversity (5.2.2)</p>

## Respond to Texts

### Experience Various Texts

#### Grade 2 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 2 the student ...

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

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

\*Required poetic texts to explore in grade two are poems with:

- lots of repetition (refrain, lines, phrases)
- strong rhythm
- description (grade appropriate vocabulary and qualifiers)
- rhyming patterns
- some simple figurative language (often includes onomatopoeia (sounds), alliteration, simile and/or comparison)
- free verse

Appropriate poetic texts in grade two include:

- tongue twisters (alliteration)
- chants
- rhymes
- rounds
- jump rope rhymes
- jingles
- pictures
- visual representations
- songs
- sense poems (description)
- modelled patterns (list poems, alphabet poems, acrostic poems, comparison poems)
- shape poems, concrete poems
- couplets
- raps
- readers' theatre ...

See:

Connect Self, Texts, and Culture (2.2.3)

Appreciate Diversity (5.2.2)

#### Grade 3 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 3 the student ...

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

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

\*Required poetic texts to explore in grade three are poems with:

- lots of repetition (refrain, lines, phrases)
- strong rhythm
- description (grade appropriate vocabulary and qualifiers)
- rhyming patterns
- some simple figurative language (often includes onomatopoeia (sounds), alliteration, simile and/or comparison, personification)
- free verse

Appropriate poetic texts in grade three include:

- tongue twisters (alliteration)
- chants
- rhymes
- rounds
- jump rope rhymes
- pictures
- visual representations
- songs
- sense poems (description)
- modelled patterns (list poems, alphabet poems, acrostic poems, comparison poems)
- shape poems, concrete poems
- couplets
- raps
- readers' theatre
- diamantes
- spoonerisms
- riddles
- jokes ...

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.**

### K 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)

### 1 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
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- questioning
- reflecting
- retelling
- singing
- chanting
- dancing
- drum dancing
- sculpting
- creating ...

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Share and Compare Responses (5.2.1)

Appreciate Diversity (5.2.2)

### Respond to Various Texts

#### 2 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)

#### 3 Specific Outcome 2.2.2

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

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

\*Responses can be described as:

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

\*Responses occur in a variety of forms:

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

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

#### General Example(s)

Responses are made through a variety of activities:

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

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Share and Compare Responses (5.2.1)

Appreciate Diversity (5.2.2)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.2.2</b></p> <p><b>Respond to oral, print, and other media texts creatively and critically</b></p>	<p><b>Grade 1 Specific Outcome 2.2.2</b></p> <p><b>Respond to oral, print, and other media texts creatively and critically</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.2.2 a. Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning</b></p> <p>*The distinction between grade levels is the depth of the response.</p> <p>*It is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).</p> <p>*Responses occur in a variety of forms: - artistic, dramatic, musical, numeric, scientific, historic ...</p> <p><u>Knowledge</u> may say: "We need three people for our puppet play because there are three in the story that we read."</p> <p><u>Comprehension</u> may say: "I learned that it is important to share food, from the story that the Elder told about the hunting trip."</p> <p><u>Application</u> may say: "We made a puppet play of the story to show our parents."</p> <p><u>Analysis</u> may say: "I drew and wrote in my journal about how sad I was at the end of the movie."</p> <p><u>Synthesis</u> may say: "Our play is about sharing, just like the Elder's story was about sharing. But we don't go hunting, we just share our lunches."</p> <p><u>Evaluation</u> may say: "I didn't like the sad parts of the story and so it is not my favourite. Maybe it would be better if at the end..."</p> <p>See: Comprehension Strategies (2.1.2) Connects Self, Texts, and Culture (2.2.3) Elements of Texts (2.3.2) Word Choice and Artistry of Texts (2.3.3)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.2.2 a. Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning</b></p> <p>*The distinction between grade levels is the depth of the response.</p> <p>*It is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of texts (oral, print, and other media).</p> <p>*Responses occur in a variety of forms: - artistic, dramatic, musical, numeric, scientific, historic ...</p> <p><u>Knowledge</u> may say: "On our poster we drew all the characters in the story and wrote their names underneath them."</p> <p><u>Comprehension</u> may say: "I predict that the movie will be different from the story we read in class because..."</p> <p><u>Application</u> may say: "We are putting all the books we have read onto the charts we started at the beginning of the year. Some go on the poetry charts, some stories get split up into mysteries and adventures, and then we put some in the informational books pile. We only have one play to write on the lists."</p> <p><u>Analysis</u> may say: "Our group made a chart to show everything that we knew about the main character."</p> <p><u>Synthesis</u> may say: "We made a play with a different ending from what we heard this morning."</p> <p><u>Evaluation</u> may say: "I would like to be like....in the TV show because..."</p> <p>See: Comprehension Strategies (2.1.2)</p>

### Respond to Various Texts

#### **Grade 2 Specific Outcome 2.2.2**

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

#### **Learning Outcomes &**

#### **Corresponding Illustrative Example(s)**

**By the end of Grade 2 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 made a diorama of where the story happens. You can see..."

Comprehension may say: "We wanted to show how the main character must have felt at the part when the book got kind of scary."

Application may say: "Our group wants to find out more about the new traps they were using at the camp yesterday. We don't understand that part of the presentation we saw because we don't know what the old traps looked like."

Analysis may say: "We are trying to make a T-chart of the main and minor characters."

Synthesis may say: "We have to make three plans for how to divide the cake into 23 equal parts. Then we have to try each plan to see which one works best."

Evaluation may say: "I think we should sing...to end our presentation because it is about... If you use the other song we heard, it is not really about the same topic."

See:  
Comprehension Strategies (2.1.2)

#### **Grade 3 Specific Outcome 2.2.2**

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

#### **Learning Outcomes &**

#### **Corresponding Illustrative Example(s)**

**By the end of Grade 3 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: "On the NWT website, it says that we have a 'unique' type of soil here. I found out that it is different because it is made of volcanic ash."

Comprehension may say: "The settlers that moved around the country would have changed what they ate because it depended on where they settled."

Application may say: "We made a map of the places where the Elders travelled along the Idaa trail and another one of where our grandparents travelled; they are almost the same for some of us!"

Analysis may say: "We made a map of the places where the Elders travelled along the Idaa trail and another one of where our grandparents travelled; they are almost the same for some of us! We think that is because they would have travelled to follow food or to find good hunting or fishing spots."

Synthesis may say: "My science experiment shows that if you keep plants out of the sun, they grow tall, but don't have many leaves and are not dark green. I wanted to prove that plants need the sun to produce their own food. You know, that photosynthesis stuff."

Evaluation may say: "In my reflection journal, I wrote that I think I did well on proving that plants change when they are not in the sun. I think that I could have done a better job of keeping my data to show..."

## 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.**

### K Specific Outcome 2.2.3

**Tell about personal connections with texts (oral, print, and other media) from various 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)

### 1 Specific Outcome 2.2.3

**Talk about personal connections with texts (oral, print, and other media) from various 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)

**Connect Self, Texts, and Culture****2 Specific Outcome 2.2.3**

**Identify similarities and differences between self and portrayals 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)

**3 Specific Outcome 2.2.3**

**Describe similarities and differences between self and portrayals 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.2.3</b></p> <p><b>Tell about personal connections with texts (oral, print, and other media) from various communities</b></p>	<p><b>Grade 1 Specific Outcome 2.2.3</b></p> <p><b>Talk about personal connections with texts (oral, print, and other media) from various communities</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.2.3 a. Begins to tell about personal connections with characters in narrative texts (oral, print, and other media) from various communities and cultures</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*connecting self to text to world</p> <p>May say: "My family doesn't eat caribou like they do in the story we read. We only have moose."</p> <p>"My grandpa always talks about his hunting trips, just like when we sing Going On a Bear Hunt."</p> <p><b>2.2.3 b. Begins to tell about personal connections with informational and/or poetic texts (oral, print, and other media) from various communities and cultures</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*connecting self to text, to world</p> <p>*Information is embedded in narrative, expository, and poetic texts.</p> <p>May say: "That bear in the pamphlet is just like the bear we saw at Cameron Falls last spring."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.2.3 a. Talks about personal connections with characters in narrative texts (oral, print, and other media) from various communities and cultures</b></p> <p>*connecting self to text, to world</p> <p>May say: "We always listen to stories around the campfire when we go fishing."</p> <p>"In the movie we watched they were drying fish; we eat lots of dried fish too."</p> <p>"The guy doing the dance is happy. I feel the same way when I dance or when there is music."</p> <p>See Experience Various Texts (2.2.1)</p> <p><b>2.2.3 b. Talks about personal connections with informational and/or poetic texts (oral, print, and other media) from various communities and cultures</b></p> <p>*connecting self to text, to world</p> <p>*Information is embedded in narrative, expository, and poetic texts.</p> <p>May say: "I liked the Opening of the Vancouver Olympic games on the TV. The best part was seeing all the costumes and dances from the different countries. It was just like our Aboriginal Day celebration when we wear our costumes and dance in the street or in the gym."</p> <p>See Experience Various Texts (2.2.1)</p>

Connect Self, Texts, and Culture

**Grade 2 Specific Outcome 2.2.3**

**Identify similarities and differences between self and portrayals in texts (oral, print, and other media) from other communities**

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

By the end of Grade 2 the student ...

2.2.3 a. Begins to describe similarities and differences between self/own culture, and various characters, communities and/or cultures portrayed in texts (oral, print, and other media)

**"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.**

\*connecting self to text, to world

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

May say:

"When I hear my grandmother's stories of hunting long ago, I see how different it is for us today. We go to the store for some of our meat; they couldn't. If the animals were far away the families had to follow or they would have starved. It shows how hard they had to work."

"In the story about the African tribe following the herd, it was the same thing as for our Elders who kept moving to be near the moose."

"My Mom talks about being kind to others, just like the Seven Dwarfs were kind to Snow White, not like the step sisters in Cinderella."

"On this website, I learned that the Elders of the MacKenzie Delta had hunting camps in almost the same places as we do today, but not as many people are hunters anymore. Why?"

"My Grandmother and I are like the farmer in the painting. We have a garden too and we pick berries and he picks potatoes. We are gatherers."

See Experience Various Texts (2.2.1)

**Grade 3 Specific Outcome 2.2.3**

**Describe similarities and differences between self and portrayals in texts (oral, print, and other media) from other communities**

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

By the end of Grade 3 the student ...

2.2.3 a. Describes similarities and differences between self/own culture, and 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:

"All the stories we have looked at and heard had animals in them. The Inuit stories have more bears in them; the stories from Yellowknife often have ravens. How come? We have bears here too?"

"On the TV we hear a lot about the American Thanksgiving. Why are they always wearing that funny hat and shoes with buckles on them."

"When we watched that dance, it kind of told the story of the snow storm that we saw in yesterday's painting. The dancers were sad and lonely just like the old man is in the painting. I think he is lost in the snow storm."

"In both films they use sleds for hunting. Our sleds have sides like the ones in the film about the people of the MacKenzie, but the ones in the second film, about the Inuit of the Coppermine area, don't have sides."

See Experience Various Texts (2.2.1)

**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.**

<b>Kindergarten Specific Outcome 2.2.3</b>  <b>Tell about personal connections with texts (oral, print, and other media) from various communities</b>	<b>Grade 1 Specific Outcome 2.2.3</b>  <b>Talk about personal connections with texts (oral, print, and other media) from various communities</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  2.2.3 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  2.2.3 . Information is on previous page(s)

## Respond to Texts

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### Connect Self, Texts, and Culture

#### Grade 2 Specific Outcome 2.2.3

**Identify similarities and differences between self and portrayals in texts (oral, print, and other media) from other communities**

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

By the end of Grade 2 the student ...

2.2.3 . Information is on previous page(s)

#### Grade 3 Specific Outcome 2.2.3

**Describe similarities and differences between self and portrayals in texts (oral, print, and other media) from other communities**

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

By the end of Grade 3 the student ...

2.2.3 b. Begins to talk about how groups of people are portrayed 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:

"Why do the posters about drinking and driving always show young people? I think that it's the same for smoking."

## 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.**

### K Specific Outcome 2.3.1

**Talk about what is realistic and imaginary in a variety of 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 b)
- poetic forms in Create Original Texts (4.1.3 c)

#### 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)

### 1 Specific Outcome 2.3.1

**Talk about audience and purpose when exploring different 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)

### Forms and Genres

#### 2 Specific Outcome 2.3.1

Recognize differences among a variety of forms and genres of texts (oral, print, and other media); talk about audience/purpose in relation to form/genre

\*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)

#### 3 Specific Outcome 2.3.1

Recognize that the same information can be represented in a variety of forms or 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.3.1</b></p> <p><b>Talk about what is realistic and imaginary in a variety of forms and genres of texts (oral, print, and other media)</b></p>	<p><b>Grade 1 Specific Outcome 2.3.1</b></p> <p><b>Talk about audience and purpose when exploring different forms and genres of texts (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.3.1 a. Talks about the differences between what is realistic and imaginary in oral, print, and other media texts</b></p> <p><u>Oral</u> text may say: "The wildlife officer showed us a real bear skin. It is not blue like Balou's in the Jungle Book movie."</p> <p><u>Print</u> text may say: "In this book bears have dens and eat fish, not porridge like in The Three Bears book."</p> <p><u>Other media</u> text may say: "Real bears don't look the same as cartoon bears. They are scary, they don't wear clothes and they don't live in a house."</p> <p><b>2.3.1 b. Begins to talk about the different forms and genres of oral, print, and other media texts</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "This is a poem because it sounds like music when we say it."</p> <p>"This is a fairy tale; it starts with 'Once Upon A Time'."</p> <p>"Her letter to Santa has a list in it."</p> <p><b>2.3.1 c. Begins to talk about audience in relation to a form or genre of text (oral, print, and other media)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "This letter was for all the kids in the class; we are all invited."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.3.1 a. Recognizes the differences between what is realistic and imaginary in oral, print, and other media texts</b></p> <p><u>Oral</u> text may say: "At the listening centre, Franklin talks in the story. But turtles don't talk."</p> <p><u>Print</u> text may say: "That can't be real because there are no dinosaurs on the earth anymore."</p> <p><u>Other media</u> text may say: "That polar bear moves like he's real, but they don't drink Coke."</p> <p><b>2.3.1 b. Talks about audience in relation to a form or genre of text (oral, print, and other media)</b></p> <p>May say: "That poster is to tell everyone, even kids, that we are having a book fair tonight. Look, there are all sorts of people on the picture, not just parents."</p> <p><b>2.3.1 c. Talks about purpose in relation to a form or genre of text (oral, print, and other media)</b></p> <p>May say: "Maybe that play was to help those kids who live with a sick brother or sister. Now more of us will understand."</p>

### Forms and Genres

<p><b>Grade 2 Specific Outcome 2.3.1</b></p> <p>Recognize differences among a variety of forms and genres of texts (oral, print, and other media); talk about audience/purpose in relation to form/genre</p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.3.1 a. <b>Recognizes differences among a variety of forms and genres of texts (oral, print, and other media)</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>May say: "Newspapers give facts and I like that. Poems are harder to figure out because sometimes the words are all mixed up."</p> <p>2.3.1 b. <b>Talks about audience in relation to a form or genre of text (oral, print, and other media)</b></p> <p>May say: "That song was written for Canada Day."</p> <p>2.3.1 c. <b>Talks about purpose in relation to a form or genre of text (oral, print, and other media)</b></p> <p>May say: "We decided that the illustrator only used black and white because he is really wanting to show good and bad."</p> <p>2.3.1 d. <b>Begins to identify the same information and ideas in a variety of forms and genres of texts (oral, print, and other media)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "Magazines have pictures of sharks. This book gives me facts about sharks. Let's check the Internet for information, and watch a video about sharks."</p>	<p><b>Grade 3 Specific Outcome 2.3.1</b></p> <p>Recognize that the same information can be represented in a variety of forms or genres of texts (oral, print, and other media)</p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.3.1 a. <b>Identifies the audience in a variety of forms and genres of texts (oral, print, and other media)</b></p> <p>2.3.1 b. <b>Identifies the same information and ideas in a variety of forms and genres of texts (oral, print, and other media)</b></p> <p>May say: "These two pieces are both about smoking. On the advertisement from the magazine there is a warning about the dangers of smoking. In the newspaper article there is a letter to the editor that talks about the same stuff because the guy who wrote it is mad that some people are not paying attention to the laws about smoking. He is warning us that we will all get cancer, even if we are not smoking."</p> <p>2.3.1 c. <b>Begins to talk about the differences among the genres of oral, print, and other media texts: narrative, expository, and poetic</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "That dance tells a story, so can it be called a narrative?"</p> <p>2.3.1 d. <b>Begins to sort forms according to genres of oral, print, and other media texts (narrative, expository, and poetic) and their purposes</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "So, if this advertisement is trying to make me buy Coke, it has to be a persuasive form of writing."</p>
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## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.3.1</b></p> <p><b>Talk about what is realistic and imaginary in a variety of forms and genres of texts (oral, print, and other media)</b></p>	<p><b>Grade 1 Specific Outcome 2.3.1</b></p> <p><b>Talk about audience and purpose when exploring different forms and genres of texts (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.3.1 d. Begins to talk about purpose in relation to a form or genre of text (oral, print, and other media)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "The letter was to invite us to the show."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.3.1 d. Begins to recognize differences in forms and genres of texts (oral, print, and other media)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*using texts with an appropriate complexity of content and sophistication of style</p> <p>May say: "Magazines have pictures."</p> <p>"This book gives me information."</p> <p>"Let's check the Internet for information."</p> <p>"We can watch a video about that."</p>

## Understand Forms and Techniques

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### Forms and Genres

<p><b>Grade 2 Specific Outcome 2.3.1</b></p> <p>Recognize differences among a variety of forms and genres of texts (oral, print, and other media); talk about audience/purpose in relation to form/genre</p>	<p><b>Grade 3 Specific Outcome 2.3.1</b></p> <p>Recognize that the same information can be represented in a variety of forms or genres of texts (oral, print, and other media)</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.3.1 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.3.1 e. Begins to talk about literature in reference to sub-genres of texts</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*Sub-genres include:</p> <ul style="list-style-type: none"><li>- adventure</li><li>- autobiography, biography</li><li>- contemporary</li><li>- traditional</li><li>- epic, fantasy</li><li>- historical, historical-fiction</li><li>- mystery</li><li>- realistic</li><li>- romance</li><li>- science-fiction ...</li></ul> <p>May say: "I like adventure stories because they are full of action and they often go to different places. I guess they are sometimes like travelogues."</p>

## General Outcome:

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

### K Specific Outcome 2.3.2

**Listen to, read, and view to experience the techniques and elements of 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) 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)

### 1 Specific Outcome 2.3.2

**Listen to, read, and view to discuss the techniques and elements of 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.

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#### General Example(s)

See Experience Various Texts (2.2.1) for required, grade specific texts:

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See examples of Texts for Exploration in the NWT-ELA Support Documents.

#### Specific Outcome Links

Comprehension Strategies (2.1.2)

Text Features (2.1.3)

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

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

Create Original Texts (4.1.3)

### Elements of Texts

#### 2 Specific Outcome 2.3.2

**Listen to, read, and view to identify the techniques and elements of 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) 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)

#### 3 Specific Outcome 2.3.2

**Listen to, read, and view to identify the techniques and elements of 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) 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.3.2</b> Listen to, read, and view to experience the techniques and elements of texts (oral, print, and other media)</p>	<p><b>Grade 1 Specific Outcome 2.3.2</b> Listen to, read, and view to discuss the techniques and elements of texts (oral, print, and other media)</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>2.3.2 a. Begins to talk about elements of narrative texts (oral, print, and other media)</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*In Kindergarten, narrative elements that develop a sense of story include: - beginning, middle, end (story events) - characters</p> <p>2.3.2 b. Begins to talk about elements of expository texts (oral, print, and other media)</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*In Kindergarten, expository elements include: - content (topic and related information)</p> <p>See: Access Information (3.2.3) Use Strategies to Make Sense of Information (3.2.4)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>2.3.2 a. Talks about and begins to identify elements of narrative texts (oral, print, and other media)</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*In grade one, narrative elements that develop a sense of story include: - <b>main character</b> - <b>setting (place)</b></p> <p>*Maintain from previous grade: - beginning, middle, end (story events) - characters</p> <p>2.3.2 b. Talks about and begins to identify elements of expository texts (oral, print, and other media) that guide an inquiry</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*In grade one, expository elements include: - <b>title</b> - <b>logical organization (sequential, categorical)</b></p> <p>*Maintain from previous grade: - content (topic and related information)</p> <p>See: Access Information (3.2.3) Use Strategies to Make Sense of Information (3.2.4)</p>

## Understand Forms and Techniques

### Elements of Texts

<p><b>Grade 2 Specific Outcome 2.3.2</b> Listen to, read, and view to identify the techniques and elements of texts (oral, print, and other media)</p>	<p><b>Grade 3 Specific Outcome 2.3.2</b> Listen to, read, and view to identify the techniques and elements of texts (oral, print, and other media)</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p><b>2.3.2 a. Talks about and identifies elements of narrative texts (oral, print, and other media)</b></p> <p>*In grade two, narrative elements that develop a sense of story include: - sequence of events and problem - imagery</p> <p>*Maintain from previous grades: - organizational structure and/or sequence of plot: beginning, middle, end (story events) - characters - main character - setting (place)</p> <p><b>2.3.2 b. Talks about and identifies elements of expository texts (oral, print, and other media) that guide an inquiry</b></p> <p>*In grade two, expository elements include: - content (details)</p> <p>*Maintain from previous grades: - content (topic and related information) - logical organization (sequential, categorical)</p> <p>See: Access Information (3.2.3) Use Strategies to Make Sense of Information (3.2.4)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p><b>2.3.2 a. Talks about and identifies elements of narrative texts (oral, print, and other media)</b></p> <p>*In grade three, narrative elements that develop a sense of story include: - minor characters - setting (time and place) - sequence of events (problem/solution)</p> <p>*Maintain from previous grades: - beginning, middle, end (story events) - characters - main character - imagery</p> <p><b>2.3.2 b. Talks about and identifies elements of expository texts (oral, print, and other media) that guide an inquiry</b></p> <p>*In grade three, expository elements include: - content (topic, related information and details, summaries) - logical organization (cause and effect relationships)</p> <p>*Maintain from previous grades: - logical organization (sequential, categorical)</p> <p>See: Access Information (3.2.3) Use Strategies to Make Sense of Information (3.2.4)</p>

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.3.2</b></p> <p>Listen to, read, and view to experience the techniques and elements of texts (oral, print, and other media)</p>	<p><b>Grade 1 Specific Outcome 2.3.2</b></p> <p>Listen to, read, and view to discuss the techniques and elements of texts (oral, print, and other media)</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>2.3.2 c. Begins to talk about elements of poetic texts (oral, print, and other media) to explore their effectiveness</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*In Kindergarten, poetic elements include:</p> <ul style="list-style-type: none"><li>- description (senses)</li><li>- rhyme</li><li>- repetition</li><li>- onomatopoeia (sounds)</li><li>- alliteration (tongue twisters)</li></ul> <p>2.3.2 d. Begins to talk about techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*In Kindergarten, techniques include:</p> <ul style="list-style-type: none"><li>- type size</li><li>- photographs</li><li>- illustrations</li><li>- colour</li><li>- colour coded words</li><li>- book covers</li><li>- music and/or sounds</li><li>- volume</li><li>- title</li></ul> <p>May say:</p> <p>"Mortimer's family is very angry; look at the big letters!"</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>2.3.2 c. Talks about and begins to identify elements of poetic texts (oral, print, and other media) to explore their effectiveness</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*In grade one, poetic elements include:</p> <ul style="list-style-type: none"><li>- simile</li></ul> <p>*Maintain from previous grade:</p> <ul style="list-style-type: none"><li>- description (senses)</li><li>- rhyme</li><li>- repetition</li><li>- onomatopoeia (sounds)</li><li>- alliteration (tongue twisters)</li></ul>

## Understand Forms and Techniques

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### Elements of Texts

<p><b>Grade 2 Specific Outcome 2.3.2</b> Listen to, read, and view to identify the techniques and elements of texts (oral, print, and other media)</p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.3.2 c. Talks about and identifies elements of poetic texts (oral, print, and other media) to explore their effectiveness</p> <p>*In grade two, poetic elements include: - personification - imagery</p> <p>*Maintain from previous grades: - description (senses) - rhyme - repetition - onomatopoeia (sounds) - alliteration (tongue twisters) - simile</p>	<p><b>Grade 3 Specific Outcome 2.3.2</b> Listen to, read, and view to identify the techniques and elements of texts (oral, print, and other media)</p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.3.2 c. Talks about and identifies elements of poetic texts (oral, print, and other media) to explore their effectiveness</p> <p>*In grade three, poetic elements include: - rhythm</p> <p>*Maintain from previous grades: - description (senses) - rhyme - repetition - onomatopoeia (sounds) - alliteration (tongue twisters) - imagery - simile - personification</p>
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## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.3.2</b></p> <p>Listen to, read, and view to experience the techniques and elements of texts (oral, print, and other media)</p>	<p><b>Grade 1 Specific Outcome 2.3.2</b></p> <p>Listen to, read, and view to discuss the techniques and elements of texts (oral, print, and other media)</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>2.3.2 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>2.3.2 d. Talks about and begins to identify techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*In grade one, techniques include:</p> <ul style="list-style-type: none"><li>- font</li><li>- illustrations and corresponding captions</li><li>- opening shots to videos</li><li>- book covers</li><li>- graphics including: charts and maps</li></ul> <p>*Maintain from previous grade:</p> <ul style="list-style-type: none"><li>- type size</li><li>- photographs</li><li>- colour</li><li>- colour coded words</li><li>- music and/or sounds</li><li>- volume</li><li>- title</li></ul> <p>May say; "I don't like the scary music because I know that something bad is going to happen."</p>

## Understand Forms and Techniques

### Elements of Texts

<p><b>Grade 2 Specific Outcome 2.3.2</b> Listen to, read, and view to identify the techniques and elements of texts (oral, print, and other media)</p>	<p><b>Grade 3 Specific Outcome 2.3.2</b> Listen to, read, and view to identify the techniques and elements of texts (oral, print, and other media)</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>2.3.2 d. Talks about and identifies techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)</p> <p>*In grade two, techniques include: - lighting choices - publication information</p> <p>*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</p> <p>May say: "I know this is a Halloween book because the illustrator used only blacks and greys to colour the pictures. It makes it spooky."</p> <p>"We had no trouble doing the experiment because there were pictures for each of the steps."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>2.3.2 d. Talks about and identifies techniques used to support narrative, expository, and poetic texts (in oral, print, and other media texts)</p> <p>*In grade three, techniques include: - costumes and props - subtitles</p> <p>*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</p> <p>May say: "This poster has to be about long ago. Look at the fur clothes that the explorers are wearing."</p> <p>"The Greek people wore clothes like..."</p>

## General Outcome:

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

### K Specific Outcome 2.3.3

**Talk about vocabulary and language used by authors from 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

### 1 Specific Outcome 2.3.3

**Talk about authors' use of voice, vocabulary and language 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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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: Semantic (2.1.5)

Experience Various Texts ( 2.2.1)

Respond to Various Texts (2.2.2)

Elements of Texts (2.3.2)

Enhance Artistry (4.2.4)

#### Specific Outcome Links

Comprehension strategies (2.1.2)

Cueing Systems: Semantic (2.1.5)

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

#### 2 Specific Outcome 2.3.3

**Talk about authors' use of voice, vocabulary, and 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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style: (grammar and syntax)

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tone: (humorous, serious, angry, cheery, sarcastic, objective, credible ...)

topic

theme

organization

point of view

attention to the relationship between the audience & purpose

#### 3 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: Semantic (2.1.5)

Experience Various Texts ( 2.2.1)

Respond to Various Texts (2.2.2)

Elements of Texts (2.3.2)

Enhance Artistry (4.2.4)

#### Specific Outcome Links

Comprehension strategies (2.1.2)

Cueing Systems (2.1.4)

Experience Various Texts ( 2.2.1)

Respond to Various Texts (2.2.2)

Elements of Texts (2.3.2)

Enhance Artistry (4.2.4)

**General Outcome:**

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

<b>Kindergarten Specific Outcome 2.3.3</b>  <b>Talk about vocabulary and language used by authors from a variety of oral, print, and other media texts</b>	<b>Grade 1 Specific Outcome 2.3.3</b>  <b>Talk about authors' use of voice, vocabulary and language in a variety of oral, print, and other media texts</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p>2.3.3 a. <b>Begins to ask and answer questions about new vocabulary</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>May comment on or repeat unusual language.</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p>2.3.3 a. <b>Asks and answers questions about new vocabulary</b></p> <p>May comment on or repeat unusual language.</p>

Word Choice and Artistry of Texts

**Grade 2 Specific Outcome 2.3.3**

**Talk about authors' use of voice, vocabulary, and techniques in a variety of oral, print and other media texts**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

- 2.3.3 a. **Asks and answers questions about new vocabulary**
- 2.3.3 b. **Extends vocabulary while speaking, reading, and writing**
- 2.3.3 c. **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 two, typically involves:

- **reading dialogue with expression**
- **attending to exclamation points and question marks when reading**

\*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

**Grade 3 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**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

- 2.3.3 a. **Extends vocabulary while speaking, reading, and writing**
- 2.3.3 b. **Identifies words, techniques, or elements an author has chosen to create sounds, images, or rhythms in oral, print, and other media texts**

\*exploring descriptive and figurative language

May say:

"The simile 'he walked like a deer' told me that the hunter made no noise at all as he walked in the woods. I could actually see a picture in my imagination as I heard those words."

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.3.3</b></p> <p><b>Talk about vocabulary and language used by authors from a variety of oral, print, and other media texts</b></p>	<p><b>Grade 1 Specific Outcome 2.3.3</b></p> <p><b>Talk about authors' use of voice, vocabulary and language in a variety of oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>2.3.3 b. Begins to respond to the sounds, images, or rhythms created through effective word choice in oral, print, and other media texts</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*exploring descriptive and figurative language</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- chants, songs</li><li>- nursery rhymes, poems, sensory poems</li><li>- dances</li><li>- stories</li><li>- refrains, choruses</li><li>- puppetry dramatizations</li><li>- drawings, paintings</li><li>- scribble writings</li><li>- journal entries</li><li>- captions</li><li>- centre activities</li><li>- descriptions</li><li>- qualifiers ...</li></ul> <p>May respond <u>physically</u> to rhythmic language by:</p> <ul style="list-style-type: none"><li>- repeating</li><li>- clapping, tapping</li><li>- skipping, marching, dancing</li><li>- using rhythm instruments</li><li>- doing finger plays</li><li>- chanting jingles, tongue twisters</li><li>- skipping songs, rhymes</li><li>- singing ...</li></ul> <p>May respond <u>artistically</u> to creative language by:</p> <ul style="list-style-type: none"><li>- drawing, illustrating, painting</li><li>- modeling, sculpting</li><li>- inventing</li><li>- sewing</li><li>- building ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>2.3.3 b. Responds to the sounds, images, or rhythms created through effective word choice in oral, print, and other media texts</b></p> <p>*exploring descriptive and figurative language</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- chants, songs, refrains, choruses</li><li>- nursery rhymes, poems, sensory poems</li><li>- dances</li><li>- stories</li><li>- puppetry dramatizations</li><li>- drawings, paintings</li><li>- scribble writings</li><li>- journal entries</li><li>- captions</li><li>- centre activities</li><li>- descriptions</li><li>- qualifiers ...</li></ul> <p>May respond <u>physically</u> to rhythmic language by:</p> <ul style="list-style-type: none"><li>- repeating</li><li>- clapping, tapping</li><li>- skipping, marching, dancing</li><li>- using rhythm instruments</li><li>- doing finger plays</li><li>- chanting jingles</li><li>- tongue twisters</li><li>- skipping songs, or rhymes, singing ...</li></ul> <p>May respond <u>artistically</u> to creative language by:</p> <ul style="list-style-type: none"><li>- drawing, illustrating, painting</li><li>- modeling, sculpting</li><li>- inventing</li><li>- sewing</li><li>- building ...</li></ul> <p>May say:</p> <p>"When you read, I close my eyes and I see..."</p> <p>"That sentence makes me remember the smell of smoked fish."</p>

## Understand Forms and Techniques

### Word Choice and Artistry of Texts

#### Grade 2 Specific Outcome 2.3.3

**Talk about authors' use of voice, vocabulary, and techniques in a variety of oral, print and other media texts**

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

2.3.3 d. **Begins to identify words, techniques, or elements an author has chosen to create sounds, images, or rhythms 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

Suggested activities:

- chants, songs, refrains, choruses,
- poems, sensory poems
- dances, puppetry dramatizations
- drawings, paintings, captions
- journal entries, stories
- centre activities
- descriptions
- qualifiers ...

May respond physically to rhythmic language by:

- repeating
- clapping, tapping
- skipping, marching, dancing
- using rhythm instruments
- doing finger plays
- chanting jingles, tongue twisters
- skipping songs, or rhymes, singing ...

May respond artistically to creative language by:

- drawing, illustrating, painting
- modeling, sculpting
- inventing
- sewing
- building ...

May say:

"This is repeated so it's really important."

"The words this author uses make me feel like singing."

#### Grade 3 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**

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

2.3.3 c. **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 three, typically involves:

- **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**

\*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 exclamation points and question marks when reading

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 2.3.3</b></p> <p><b>Talk about vocabulary and language used by authors from a variety of oral, print, and other media texts</b></p>	<p><b>Grade 1 Specific Outcome 2.3.3</b></p> <p><b>Talk about authors' use of voice, vocabulary and language in a variety of oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p>2.3.3 c. Begins to talk about how an author expresses his or her voice in oral, print, and other media texts, with guidance</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*Developing an awareness of voice involves exploring how an author approaches a topic on an <b>individual, expressive, and engaging level</b>. The reader must ask:</p> <ol style="list-style-type: none"><li>1. How does the author speak directly to the reader on an emotional level?</li><li>2. How does the author experiment with style to match the purpose and intended audience?</li><li>3. How does the author take risks to reveal the person behind the words?</li></ol> <p>*In Kindergarten developing an awareness of voice in text typically involves:</p> <ul style="list-style-type: none"><li>- responding to feelings in texts read aloud or viewed</li><li>- dramatizing familiar texts expressively</li><li>- taking on characters in improvisations or puppet plays</li><li>- understanding that bolded or coloured text represents strong feelings, or importance</li><li>- talking about adjectives or adverbs in texts</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p>2.3.3 c. Talks about how an author expresses his or her voice in oral, print, and other media texts, with guidance</p> <p>*Developing an awareness of voice involves exploring how an author approaches a topic on an <b>individual, expressive, and engaging level</b>. The reader must ask:</p> <ol style="list-style-type: none"><li>1. How does the author speak directly to the reader on an emotional level?</li><li>2. How does the author experiment with style to match the purpose and intended audience?</li><li>3. How does the author take risks to reveal the person behind the words?</li></ol> <p>*Developing an awareness of voice in text, in grade one, typically involves:</p> <ul style="list-style-type: none"><li>- responding personally to a text</li><li>- talking about the author's tone</li><li>- talking about the author's purpose</li></ul> <p>*To maintain from previous grade:</p> <ul style="list-style-type: none"><li>- responding to feelings in texts read aloud or viewed</li><li>- dramatizing familiar texts expressively</li><li>- taking on characters in improvisations and/or puppet plays</li><li>- understanding that bolded or coloured text represents strong feelings, or importance</li><li>- talking about adjectives or adverbs in texts</li></ul> <p>2.3.3 d. Begins to use new vocabulary in spoken and written expressions</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p>

## Understand Forms and Techniques

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### Word Choice and Artistry of Texts

#### Grade 2 Specific Outcome 2.3.3

**Talk about authors' use of voice, vocabulary, and techniques in a variety of oral, print and other media texts**

#### Grade 3 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**

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

2.3.3 . Information is on previous page(s)

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

2.3.3 d. Begins to identify humour 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:

"In the old Charlie Chaplin movies they throw pies in people's faces. It makes me laugh, and my Dad too!"

"We are making a list of all the Knock, Knock jokes that we know. Do you want to hear some?"



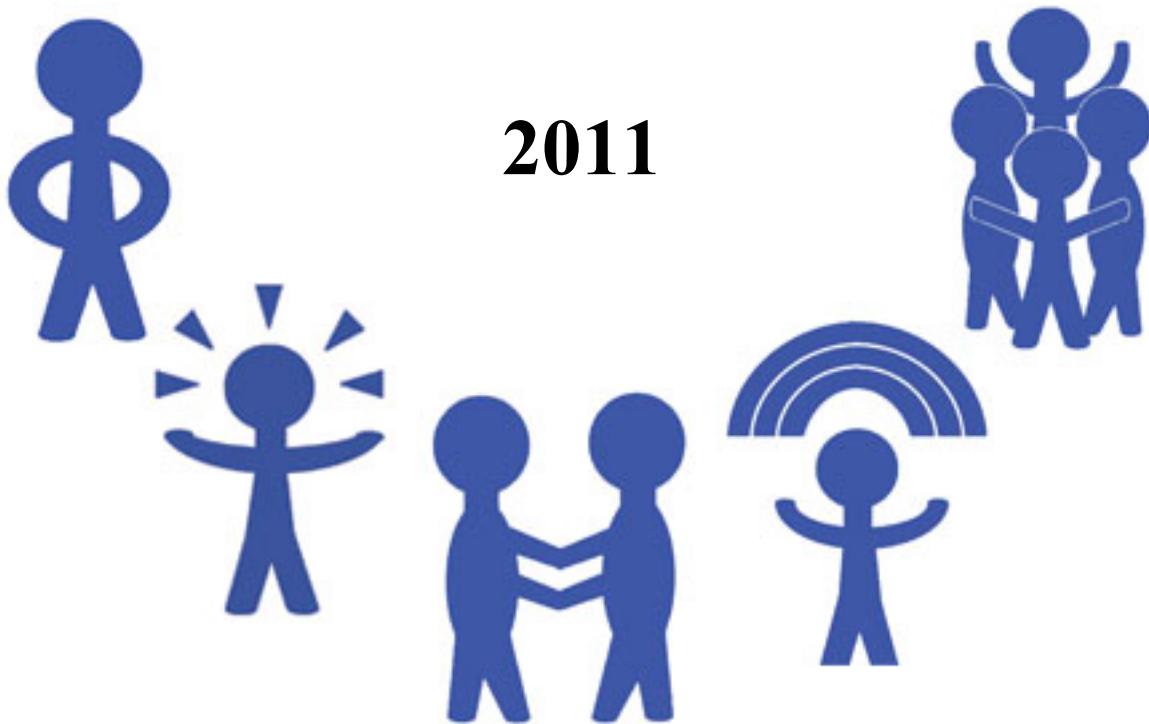
**NORTHWEST TERRITORIES**

**KINDERGARTEN TO GRADE 3**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**2011**



**GENERAL OUTCOME 3**

### General Outcome 3



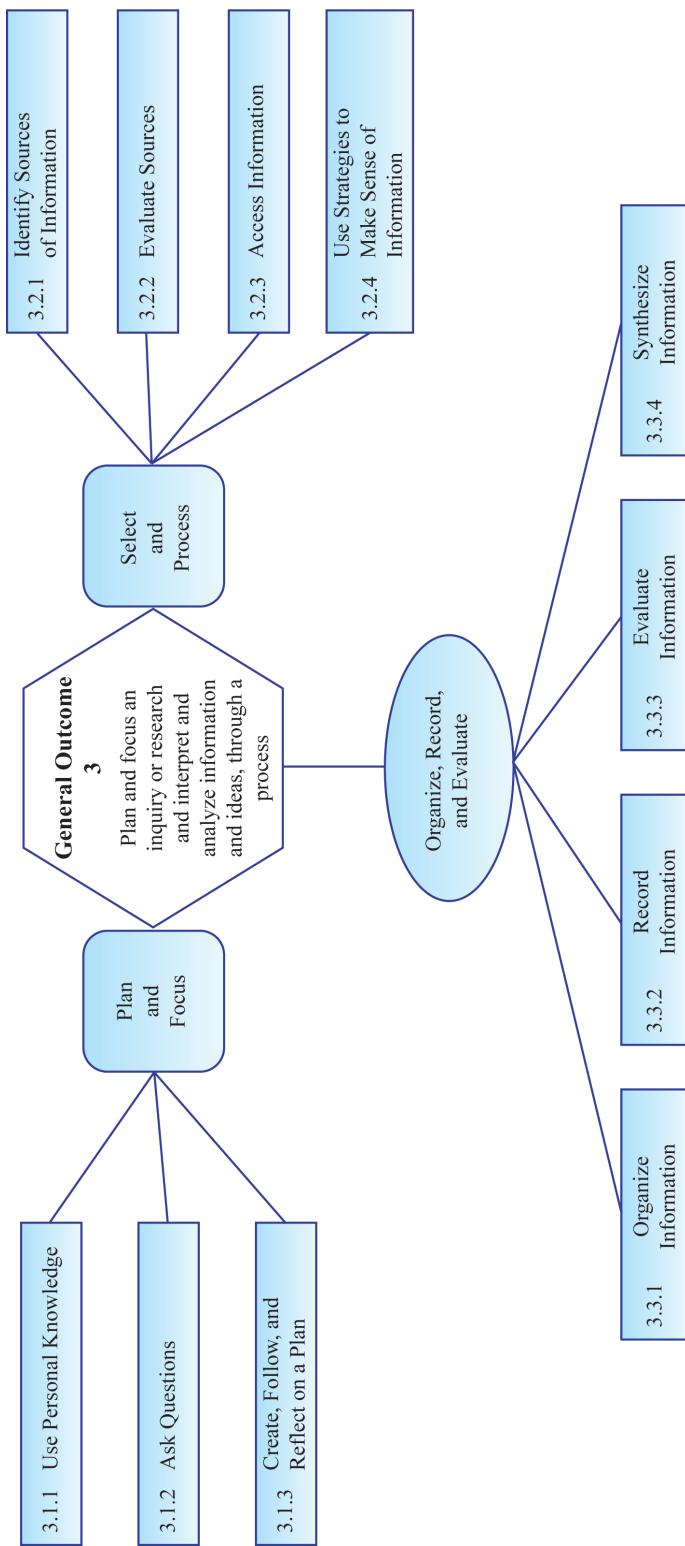
**Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.**

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

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning. Students learn to activate prior knowledge, ask questions, focus an inquiry, and gather and evaluate information for specific purposes.

They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

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



**General Outcome:**

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

**K Specific Outcome 3.1.1**

Discuss personal knowledge of a topic, in own and group inquiry

**General Example(s)**

Suggested activities:

- conversations
- before and after
- guided discussions
- illustrations
- paintings
- sculptures
- dances
- mimes
- role plays
- reflections
- brainstorming
- sharing circles
- Think-Pair-Share (TPS)
- picture and word splashes
- daily news charts
- science discovery tables ...

**1 Specific Outcome 3.1.1**

Discuss personal knowledge of a topic to discover information needs in own and group inquiry

**General Example(s)**

Suggested activities:

- conversations
- before and after
- guided discussions
- illustrations
- paintings
- sculptures
- dances
- mimes
- role plays
- reflections
- brainstorming
- sharing circles
- Think-Pair-Share (TPS)
- discussion webs
- Know-Want to Know-What I Learned (KWL)
- charts
- picture and word splashes
- daily news charts
- science discovery tables
- charts ...

**Specific Outcome Links**

Organize Information (3.3.1)

**Use Personal Knowledge****2 Specific Outcome 3.1.1**

Record personal knowledge of a topic to identify information needs in own and group inquiry

**General Example(s)**

Suggested activities:

- conversations
- before and after
- guided discussions
- illustrations
- paintings
- sculptures
- dances
- mimes
- role plays
- reflections
- journals
- learning logs
- brainstorming
- sharing circles
- Think-Pair-Share (TPS)
- discussion webs
- Know-Want to Know-What I Learned (KWL)
- charts
- picture and word splashes
- daily news charts
- science discovery tables
- charts ...

**Specific Outcome Links**

Organize Information (3.3.1)

**3 Specific Outcome 3.1.1**

Use self-questioning to determine personal knowledge of a topic and identify information needs in own and group inquiry

**General Example(s)**

Suggested activities:

- conversations
- before and after
- guided discussions
- illustrations
- paintings
- sculptures
- dances
- mimes
- role plays
- reflections
- journals
- learning logs
- brainstorming
- sharing circles
- Think-Pair-Share (TPS)
- discussion webs
- Know-Want to Know-What I Learned (KWL) charts
- picture and word splashes
- current events charts
- science discovery tables
- charts
- inquiry notebooks ...

**Specific Outcome Links**

Organize Information (3.3.1)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 3.1.1</b></p> <p>Discuss personal knowledge of a topic, in own and group inquiry</p>	<p><b>Grade 1 Specific Outcome 3.1.1</b></p> <p>Discuss personal knowledge of a topic to discover information needs in own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.1.1 a. Begins to talk about personal knowledge of and experiences with a topic being discussed</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "I drew the bear that my Dad shot. It is a brown bear but the one in our story is a polar bear."</p> <p>"Yesterday we were looking at those bear pictures; well, I have a story to tell about when my Dad shot a bear."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.1.1 a. Talks about personal knowledge of and experiences with a topic of inquiry or research</p> <p>May say: "This is a story book about bears and this book is bear facts, not stories."</p> <p>3.1.1 b. Begins to categorize personal knowledge of a topic of inquiry or research</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>See Organize Information (3.3.1)</p> <p>3.1.1 c. Begins to identify missing information in personal knowledge of a topic of inquiry or research</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "I don't know anything about what moose eat. I need a partner to talk or research that with me."</p> <p>3.1.1 d. Begins to identify inaccuracies in personal knowledge of a topic of inquiry or research</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "I thought that moose ate the same as caribou but my partner doesn't think so. We need to talk to a hunter."</p>

Use Personal Knowledge

<p><b>Grade 2 Specific Outcome 3.1.1</b> Record personal knowledge of a topic to identify information needs in own and group inquiry</p>	<p><b>Grade 3 Specific Outcome 3.1.1</b> Use self-questioning to determine personal knowledge of a topic and identify information needs in own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>3.1.1 a. <b>Talks about personal knowledge of topic of inquiry or research</b></p> <p>3.1.1 b. <b>Categorizes personal knowledge of a topic of inquiry or research</b></p> <p>3.1.1 c. <b>Identifies missing information in personal knowledge of a topic of inquiry or research</b></p> <p>May say: "On my KWL chart, I wrote that I need to find out about the moose's habitat. That means I need to use some information books instead of stories."</p> <p>3.1.1 d. <b>Identifies inaccuracies in personal knowledge of a topic of inquiry or research</b></p> <p>May say: "On my KWL chart I wrote that moose are smaller than caribou, but after seeing that video I have to change my information."</p> <p>3.1.1 e. <b>Begins to use self-questioning to focus information needs for a topic of inquiry or research</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>3.1.1 f. <b>Begins to organize personal knowledge of a topic of inquiry or research</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>See Organize Information (3.3.1)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>3.1.1 a. <b>Categorizes personal knowledge of a topic of inquiry or research to identify information needs</b></p> <p>May say: "A polar bear hibernates. A polar bear's cubs are born in their snow den. A brown bear can't hibernate in a snow den; maybe it goes into a cave."</p> <p>3.1.1 b. <b>Identifies missing information and inaccuracies in personal knowledge of a topic of inquiry or research</b></p> <p>3.1.1 c. <b>Uses self-questioning to focus information needs for a topic of inquiry or research</b></p> <p>May say: "I need to find out more about..."</p> <p>"I wonder why/how..."</p> <p>3.1.1 d. <b>Organizes personal knowledge of a topic of inquiry or research</b></p> <p>See Organize Information (3.3.1)</p>

**General Outcome:**

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

**K Specific Outcome 3.1.2**

**Ask questions to satisfy personal curiosity and information needs, in own and group inquiry**

**General Example(s)**

Suggested activities:

- conversations
- brainstorming
- prompted questions
- think-alouds
- peer and teacher conferences
- classroom question box ...

**1 Specific Outcome 3.1.2**

**Ask questions to satisfy personal curiosity on a topic and discuss information needs in own and group inquiry**

**General Example(s)**

Suggested activities:

- conversations
- brainstorming
- prompted questions
- think-alouds
- peer and teacher conferences
- classroom question box
- I wonder charts
- Who-What-Where-When-Why-How (5W's + H)
- journals ...

**Ask Questions****2 Specific Outcome 3.1.2**

Ask questions to understand a topic and identify information needs in own and group inquiry

**General Example(s)**

Suggested activities:

- conversations
- brainstorming
- prompted questions
- think-alouds
- peer and teacher conferences
- classroom question box
- 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...
- T-charts
- Know-Want to Know-What I Learned (KWL)
- graphic organizers ...

**3 Specific Outcome 3.1.2**

Ask topic-appropriate 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...
- T-charts
- Know-Want to Know-What I Learned (KWL) ...

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 3.1.2</b></p> <p>Ask questions to satisfy personal curiosity and information needs, in own and group inquiry</p>	<p><b>Grade 1 Specific Outcome 3.1.2</b></p> <p>Ask questions to satisfy personal curiosity on a topic and discuss information needs in own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.1.2 a. Begins to ask questions to satisfy curiosity  "Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>3.1.2 b. Begins to asks questions to satisfy information needs  "Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.1.2 a. Asks questions to satisfy curiosity  3.1.2 b. Asks questions to satisfy information needs  3.1.2 c. Begins to ask questions for clarification  "Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>3.1.2 d. Begins to ask questions for extension  "Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>3.1.2 e. Begins to ask open ended questions  "Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Examples may include asking: - How...? - Why...?</p>

## Plan and Focus

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### Ask Questions

<p><b>Grade 2 Specific Outcome 3.1.2</b> Ask questions to understand a topic and identify information needs in own and group inquiry</p>	<p><b>Grade 3 Specific Outcome 3.1.2</b> Ask topic-appropriate questions to identify information needs in own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>3.1.2 a. <b>Asks questions for clarification</b></p> <p>3.1.2 b. <b>Asks open ended questions</b></p> <p>Examples may include asking:</p> <ul style="list-style-type: none"><li>- How...?</li><li>- Why...?</li><li>- Can you describe...?</li><li>- Can you explain...?</li></ul> <p>3.1.2 c. <b>Asks questions that lead to exploration and investigation</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>3.1.2 a. <b>Refines questions for clarification</b></p> <p>3.1.2 b. <b>Refines questions that lead to exploration and investigation</b></p> <p>3.1.2 c. <b>Refines open-ended questions (general questions)</b></p> <p>3.1.2 d. <b>Refines questions to acquire specific information</b></p>

**General Outcome:**

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

**K Specific Outcome 3.1.3**

Choose different ways to gather information and ideas for own and group inquiry

**General Example(s)**

Examples may include:

- questions
- books (narrative texts, expository texts)
- environmental print
- experts
- peers
- TV
- library
- experiments
- field trips ...

**Specific Outcome Links**

Ask Questions (3.1.2)

**1 Specific Outcome 3.1.3**

Listen actively and follow directions for gathering information for own and group inquiry

**General Example(s)**

Examples may include:

- questions
- books (narrative texts, expository texts)
- environmental print
- experts
- peers
- TV
- library
- experiments
- field trips
- recipes
- reflections
- journals
- Internet
- CDs ...

**Specific Outcome Links**

Ask Questions (3.1.2)

**Create , Follow, and Reflect on a Plan****2 Specific Outcome 3.1.3**

Recall and follow directions for accessing and 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)

**3 Specific Outcome 3.1.3**

Recall and follow a sequential plan for accessing and 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 3.1.3</b></p> <p>Choose different ways to gather information and ideas for own and group inquiry</p>	<p><b>Grade 1 Specific Outcome 3.1.3</b></p> <p>Listen actively and follow directions for gathering information for own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.1.3 a. Begins to identify a purpose and audience for an inquiry</p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>May say: "I could write this letter to my auntie."</p> <p>3.1.3 b. Begins to experiment with a variety of ways to gather information and ideas, through guided practice</p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Suggested activities: - conversations - group, class and partner research - picture cues ...</p> <p>Strategies may include: - brainstorming - discussing - retelling/recalling - sorting - categorizing - journaling - comparing and contrasting - connecting/linking - organizing - planning - charting - self-assessing - visualizing</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.1.3 a. Identifies a purpose and audience for an inquiry</p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>May say: "I am making a card for my grandmother's birthday."</p> <p>3.1.3 b. Experiments with a variety of strategies to gather information and ideas, through guided practice</p> <p>Suggested activities: - conversations - task charts - webs - picture graphs - key words and icons - primary sources - Know-Want to Know-Learned (KWL) - Reading and Analyzing Nonfiction (RAN) - scientific process ...</p> <p>Strategies may include: - brainstorming - discussing - retelling/recalling - sorting, categorizing - journaling - comparing and contrasting - connecting/linking - organizing - planning - charting - self-assessing - visualizing - describing - sequencing - questioning - mapping, webbing, clustering - patterning, graphing ...</p>

**Create , Follow, and Reflect on a Plan**

**Grade 2 Specific Outcome 3.1.3**

Recall and follow directions for accessing and gathering information for own and group inquiry

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

By the end of Grade 2 the student ...

**3.1.3 a. Identifies a purpose and audience for an inquiry**

\*an inquiry: guided research to answer a question or need, and a representation

May say:  
"We want to prepare a play for the preschoolers' class about safety."

**3.1.3 b. Uses 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:  
"We cannot follow the same plan as before because this time we want to ask the Renewable Officers to help us. Maybe they will have a model of a beaver lodge and we will not have to build one. But, if we have to show this to the class we might have to build one so that the roof comes off and they can see inside."

**Grade 3 Specific Outcome 3.1.3**

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

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

By the end of Grade 3 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:  
"I'm presenting at the Science Fair."

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 3.1.3</b></p> <p>Choose different ways to gather information and ideas for own and group inquiry</p>	<p><b>Grade 1 Specific Outcome 3.1.3</b></p> <p>Listen actively and follow directions for gathering information for own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.1.3 c. Begins to experiment with a variety of ways to record information, through guided practice</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- diagrams</li><li>- scribbles</li><li>- letters</li><li>- key words</li><li>- lists</li><li>- cut and paste illustrations ...</li></ul> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals</li><li>- lists</li><li>- pictographs</li><li>- picture maps</li><li>- T-charts ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.1.3 c. Experiments with a variety of ways to record information, through guided practice</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- diagrams</li><li>- scribbles</li><li>- letters</li><li>- key words</li><li>- lists</li><li>- cut and paste illustrations</li><li>- math equations ....</li></ul> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals</li><li>- lists</li><li>- pictographs</li><li>- picture maps</li><li>- T-charts</li><li>- webs</li><li>- graphs</li><li>- same and different charts, observation charts, comparison charts</li><li>- maps, sequence maps, character maps, mind maps and clusters</li><li>- Know-Want to know-Learned (KWL)</li><li>- Who-What-Where-When-Why-How (5 Ws + H)</li><li>- Before-During-After (BDA)</li><li>- think bubbles ...</li></ul>

**Create , Follow, and Reflect on a Plan**

**Grade 2 Specific Outcome 3.1.3**

Recall and follow directions for accessing and gathering information for own and group inquiry

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

By the end of Grade 2 the student ...

3.1.3 c. Follows a timeline for completing specific steps within an inquiry project

Timeline may be:

- teacher directed
- student directed
- group directed

May say:

"Today, we are supposed to find a book and a picture of a beaver lodge, because tomorrow, we will start to collect our materials to build one. Let's try to figure out how long it will take us to build one."

**Grade 3 Specific Outcome 3.1.3**

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

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

By the end of Grade 3 the student ...

3.1.3 b. Chooses from a predetermined list of strategies to access and gather information

Strategies may include:

- brainstorming
- talking, discussing, conferencing
- interviewing
- retelling/recalling
- sorting, categorizing
- journaling
- comparing and contrasting, connecting/linking
- organizing
- planning
- charting
- self-assessing
- visualizing, describing
- sequencing
- questioning, inquiring
- mapping, webbing, clustering
- patterning, graphing
- observing, predicting
- processing (logs)
- summarizing, interpreting, comprehending
- reflecting
- note making ...

May say:

"By Tuesday, identify sources, by Thursday, have information recorded in graphic organizer."

"I will use two classes to search the Internet for information, another class to look in the library, and then another to review my notes and see what other information I need."

See:

- Identify Sources of Information (3.2.1)
- 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.

<p><b>Kindergarten Specific Outcome 3.1.3</b></p> <p>Choose different ways to gather information and ideas for own and group inquiry</p>	<p><b>Grade 1 Specific Outcome 3.1.3</b></p> <p>Listen actively and follow directions for gathering information for own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.1.3 d. Begins to make a plan for an inquiry</p> <p>"Begins" indicates that the acquisition of the skill is <b>not yet consistent</b> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- pictures</li><li>- sculptures</li><li>- paintings</li><li>- dances</li><li>- lists</li><li>- stories</li><li>- music</li><li>- drama ...</li></ul> <p>May say:</p> <p>"When we find out where beavers live, we will build a lodge like theirs."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.1.3 d. Makes a plan for an inquiry, based on familiar form</p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- pictures</li><li>- sculptures</li><li>- paintings</li><li>- dances</li><li>- lists</li><li>- stories</li><li>- music</li><li>- drama</li><li>- reports</li><li>- presentations</li><li>- sharing circles</li><li>- models ...</li></ul> <p>May say:</p> <p>"We want to know what a beaver's habitat is like inside. After we do our research, we will try to build a real beaver lodge by following our steps."</p>

**Create , Follow, and Reflect on a Plan**

<p><b>Grade 2 Specific Outcome 3.1.3</b></p> <p><b>Recall and follow directions for accessing and gathering information for own and group inquiry</b></p>	<p><b>Grade 3 Specific Outcome 3.1.3</b></p> <p><b>Recall and follow a sequential plan for accessing and gathering information for own and group inquiry</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>3.1.3 d. Experiments with a variety of forms of expression to connect purpose and audience</b></p> <p>*identifying an audience, setting a purpose, linking a form of expression</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- stories</li> <li>- photo collections</li> <li>- pictures and videos of shared class experiences</li> <li>- string/hand games</li> <li>- invitations</li> <li>- surveys, interviews</li> <li>- centres</li> <li>- dancing</li> <li>- drumming</li> <li>- painting</li> <li>- role playing</li> <li>- letters to thank the Co-op</li> <li>- preparing a skit/song for an assembly</li> <li>- model story forms</li> <li>- illustrations</li> <li>- using puppets for retelling</li> <li>- journals</li> <li>- readers' theatre</li> <li>- poetry</li> <li>- story circles ...</li> </ul> <p>See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>3.1.3 c. Chooses from a predetermined list of ways to record information</b></p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"> <li>- journals</li> <li>- lists</li> <li>- pictographs</li> <li>- picture maps</li> <li>- T-charts</li> <li>- webs</li> <li>- graphs, bar graphs</li> <li>- same and different charts, observation charts, comparison charts, jot charts, pyramids</li> <li>- maps, sequence maps, character maps, mind maps and clusters, word maps, story maps</li> <li>- Know-Want to know-Learned (KWL)</li> <li>- Who-What-Where-When-Why-How (5 Ws + H)</li> <li>- Before-During-After (BDA)</li> <li>- think bubbles, think-alouds</li> <li>- chains, cycles, sequence circles</li> <li>- learning logs/reflection logs, inquiry notebooks</li> <li>- concept frames, prediction frames</li> <li>- flow charts, plot diagrams</li> <li>- Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions (KWLHQAQ)</li> <li>- Know-Want to know-Predict-Learned (KWPL)</li> <li>- slim jims</li> <li>- process notes, two column notes</li> <li>- Plus-Minus-Interesting (PMI)</li> <li>- information comic strips, information flip books</li> <li>- paragraphs ...</li> </ul> <p>See:</p> <p>Identify Sources of Information (3.2.1)</p> <p>Record Information (3.3.2)</p>

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 3.1.3</b></p> <p>Choose different ways to gather information and ideas for own and group inquiry</p>	<p><b>Grade 1 Specific Outcome 3.1.3</b></p> <p>Listen actively and follow directions for gathering information for own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.1.3 e. Begins to talk about the connection between form of expression, purpose, and audience</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*identifying an audience, setting a purpose, linking a form of expression</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- experience chart stories</li><li>- photo collections</li><li>- pictures and videos of shared class experiences</li><li>- string/hand games</li><li>- dancing</li><li>- painting</li><li>- role playing</li><li>- letters to thank the Co-op</li><li>- taking orders at the restaurant centre</li><li>- making appointments at the hairdressing centre</li><li>- preparing a skit/song for an assembly ...</li></ul> <p>May say:</p> <p>"We could draw a poster to invite our families to our party or we could send out e-mails."</p> <p>See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.1.3 e. Talks about the connection between form of expression and purpose</p> <p>*identifying an audience, setting a purpose, linking a form of expression</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- experience chart stories</li><li>- photo collections</li><li>- pictures and videos of shared class experiences</li><li>- string/hand games</li><li>- dancing</li><li>- painting</li><li>- role playing</li><li>- letters to thank the Co-op</li><li>- taking orders at the restaurant centre</li><li>- making appointments at the hairdressing centre</li><li>- preparing a skit/song for an assembly</li><li>- pattern stories</li><li>- illustrations</li><li>- using puppets for retelling</li><li>- journals</li><li>- readers' theatre</li><li>- story circles ...</li></ul>

Create , Follow, and Reflect on a Plan

**Grade 2 Specific Outcome 3.1.3**

Recall and follow directions for accessing and gathering information for own and group inquiry

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 2 the student ...

3.1.3 e. Begins to choose from a predetermined list of strategies for accessing and gathering 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.

Strategies may include:

- brainstorming
- talking, discussing, conferencing
- interviewing
- retelling/recalling
- sorting, categorizing
- journaling
- comparing and contrasting
- connecting/linking
- organizing
- planning
- charting
- self-assessing
- visualizing
- describing
- sequencing
- questioning
- mapping, webbing, clustering
- patterning, graphing
- inquiring
- observing ...

See Identify Sources of Information (3.2.1)

**Grade 3 Specific Outcome 3.1.3**

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 3 the student ...

3.1.3 d. 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."

See:

Identify Sources of Information (3.2.1)

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.**

<b>Kindergarten Specific Outcome 3.1.3</b>  <b>Choose different ways to gather information and ideas for own and group inquiry</b>	<b>Grade 1 Specific Outcome 3.1.3</b>  <b>Listen actively and follow directions for gathering information for own and group inquiry</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>3.1.3 . Information is on previous page(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>3.1.3 f. Experiments with a variety of forms of expression to connect purpose and audience</b></p> <p>*identifying an audience, setting a purpose, linking a form of expression</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- stories</li><li>- experience chart stories</li><li>- photo collections</li><li>- pictures and videos of shared class experiences</li><li>- string/hand games</li><li>- invitations</li><li>- centres</li><li>- dancing</li><li>- drumming</li><li>- painting</li><li>- role playing</li><li>- letters to thank the Co-op</li><li>- preparing a skit/song for an assembly</li><li>- model story forms</li><li>- illustrations</li><li>- using puppets for retelling</li><li>- journals</li><li>- readers' theatre</li><li>- poetry</li><li>- story circles ...</li></ul> <p>See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</p>

Create , Follow, and Reflect on a Plan

<p><b>Grade 2 Specific Outcome 3.1.3</b>  <b>Recall and follow directions for accessing and gathering information for own and group inquiry</b></p>	<p><b>Grade 3 Specific Outcome 3.1.3</b>  <b>Recall and follow a sequential plan for accessing and gathering information for own and group inquiry</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>3.1.3 f. Begins to choose from a predetermined list of ways to record information</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"> <li>- journals</li> <li>- lists</li> <li>- pictographs</li> <li>- picture maps</li> <li>- T-charts</li> <li>- webs</li> <li>- graphs</li> <li>- same and different charts, observation charts, comparison charts</li> <li>- maps, sequence maps, character maps, mind maps and clusters</li> <li>- Know-Want to know-Learned (KWL)</li> <li>- Who-What-Where-When-Why-How (5 Ws + H)</li> <li>- Before-During-After (BDA)</li> <li>- think bubbles</li> <li>- bar graphs</li> <li>- timelines</li> <li>- diagrams ...</li> </ul> <p>See:</p> <p>Identify Sources of Information (3.2.1)  Record Information (3.3.2)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>3.1.3 e. Uses appropriate forms of expression to connect purpose and audience</p> <p>*identifying an audience, setting a purpose, linking a form of expression</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- stories</li> <li>- photo collections</li> <li>- pictures and videos of shared class experiences</li> <li>- string/hand games</li> <li>- invitations</li> <li>- surveys, interviews</li> <li>- centres</li> <li>- dancing</li> <li>- drumming</li> <li>- painting</li> <li>- role playing</li> <li>- letters to thank the Co-op</li> <li>- preparing a skit/song for an assembly</li> <li>- model story forms</li> <li>- illustrations</li> <li>- using puppets for retelling</li> <li>- journals</li> <li>- readers' theatre</li> <li>- poetry</li> <li>- story circles</li> <li>- ads</li> <li>- newspaper articles</li> <li>- comic strips</li> <li>- reports</li> <li>- maps</li> <li>- graphs</li> <li>- science experiments ...</li> </ul> <p>See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</p> <p>3.1.3 f. Reflects on choice of strategies and method for accessing and recording information</p>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.1.3</b> Choose different ways to gather information and ideas for own and group inquiry	<b>Grade 1 Specific Outcome 3.1.3</b> Listen actively and follow directions for gathering information for own and group inquiry
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.1.3 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.1.3 g. Begins to follow a timeline for completing specific steps within an inquiry project</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*an inquiry: guided research to answer a question or need, and a representation</p> <p>Timeline may be:</p> <ul style="list-style-type: none"><li>- teacher directed</li><li>- student directed</li><li>- group directed</li></ul> <p>May say: "Today, we are supposed to find a book and a picture of a beaver lodge because tomorrow we will start to collect our materials to build one."</p>

Create , Follow, and Reflect on a Plan

**Grade 2 Specific Outcome 3.1.3**

Recall and follow directions for accessing and gathering information for own and group inquiry

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

By the end of Grade 2 the student ...

3.1.3 g. Begins to record information using the selected method

"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:

"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."

See:

Identify Sources of Information (3.2.1)

Record Information (3.3.2)

3.1.3 h. Begins to reflect on choice of strategies and method for accessing and recording 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.

**Grade 3 Specific Outcome 3.1.3**

Recall and follow a sequential plan for accessing and gathering information for own and group inquiry

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

By the end of Grade 3 the student ...

3.1.3 h. Begins to adapt a plan for an inquiry

"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.

\*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:

"We cannot follow the same plan as we did for our last project because this time we want to ask the Renewable Officers to come and help us. Maybe they will have a model of a beaver lodge and we will not have to build one. But, if we have to show this to the class, we might have to build one so that the roof comes off and they can see inside."

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.1.3</b> Choose different ways to gather information and ideas for own and group inquiry	<b>Grade 1 Specific Outcome 3.1.3</b> Listen actively and follow directions for gathering information for own and group inquiry
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  3.1.3 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  3.1.3 . Information is on previous page(s)

## Plan and Focus

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### Create , Follow, and Reflect on a Plan

<p><b>Grade 2 Specific Outcome 3.1.3</b> Recall and follow directions for accessing and gathering information for own and group inquiry</p>	<p><b>Grade 3 Specific Outcome 3.1.3</b> Recall and follow a sequential plan for accessing and gathering information for own and group inquiry</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>3.1.3 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>3.1.3 i. Begins to adapt a timeline for completing specific steps within an inquiry project</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Timeline may be: - teacher directed - student directed - group directed</p> <p>May say: "We were not able to do book our interview on Thursday so we are going to use one of our research days next week to do the interview. When we are supposed to be interviewing we will be doing Internet searches instead."</p>

## General Outcome:

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

### K Specific Outcome 3.2.1

#### Identify self and others as sources of 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.

#### General Example(s)

Sources may include:

- family members
- Elders
- peers
- teachers
- librarians
- story tellers
- experts (trappers, elders, etc.)
- community members ...

#### 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)

### 1 Specific Outcome 3.2.1

#### Seek information about a topic from sources, including peers

\*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
- videos
- TV
- audio tapes
- websites
- field trips
- newspapers
- magazines
- interviews
- CDs ...

#### Specific Outcome Links

Evaluate Sources (3.2.2)

Access Information (3.2.3)

Use Strategies to Make Sense of Information (3.2.4)

Organize Information (3.3.1)

Record Information (3.3.2)

Evaluate Information (3.3.3)

**Identify Sources of Information****2 Specific Outcome 3.2.1**

Select 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
- videos
- TV
- audio tapes
- websites
- field trips
- newspapers
- magazines
- interviews
- CDs
- various multimedia ...

**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)

**3 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 ...

**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.

<b>Kindergarten Specific Outcome 3.2.1</b> <b>Identify self and others as sources of information</b>	<b>Grade 1 Specific Outcome 3.2.1</b> <b>Seek information about a topic from sources, including peers</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.2.1 a. Shares information and ideas on a topic</p> <p>3.2.1 b. Begins to seek information on a topic from sources</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Examples may include seeking information from:</p> <ul style="list-style-type: none"><li>- picture books</li><li>- concept books</li><li>- photographs</li><li>- illustrations</li><li>- Internet sites</li><li>- videos</li><li>- TV</li><li>- audio tapes</li><li>- CDs</li><li>- field trips</li><li>- interviews ...</li></ul> <p>May say: "Can you show me where you found the picture of the spider?"</p> <p>"Where do spiders live? What do they eat?"</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.2.1 a. Offers information and ideas on a topic</p> <p>3.2.1 b. Seeks information on a topic from sources</p> <p>Examples may include seeking information from:</p> <ul style="list-style-type: none"><li>- picture books</li><li>- concept books</li><li>- photographs</li><li>- illustrations</li><li>- Internet sites</li><li>- videos</li><li>- TV</li><li>- audio tapes</li><li>- CDs</li><li>- field trips</li><li>- interviews ...</li></ul> <p>May say: "I am going to check the library." "I'll ask my grandmother..."</p> <p>3.2.1 c. Asks others for information</p> <p>Examples may include asking:</p> <ul style="list-style-type: none"><li>- peers</li><li>- family members</li><li>- community members,</li><li>- Elders</li><li>- experts</li><li>- teachers</li><li>- librarians</li><li>- authors</li><li>- editors ...</li></ul>

Identify Sources of Information

**Grade 2 Specific Outcome 3.2.1**

Select relevant information from a variety of sources to answer inquiry or research questions

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

By the end of Grade 2 the student ...

3.2.1 a. Answers questions by selecting relevant information from a variety of sources

May say:

"We wanted to know if we have poisonous spiders in the NWT. We looked in some books, and then we called the biologist at ENR to ask for information about the animals and insects of the North. She told us..."

3.2.1 b. Begins to identify (collaboratively and/or independently) additional sources of 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.**

Suggested activities:

- conversations
- brainstorming
- Think-Pair-Share (TPS)
- illustrations
- sketch and share
- sharing circles
- reading circles
- sharing and comparing
- dramatizations
- reports
- show and tell presentations ...

**Grade 3 Specific Outcome 3.2.1**

Use relevant information from a variety of sources to answer inquiry or research questions

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

By the end of Grade 3 the student ...

3.2.1 a. Uses relevant information from a variety of sources to answer inquiry or research questions

May say:

"I have found a book about mosquitoes and my partner has found a video. I wonder if we will find the information about their life cycles in one of those."

3.2.1 b. Identifies (collaboratively and/or independently) additional sources of information

Suggested activities:

- conversations
- brainstorming
- Think-Pair-Share (TPS)
- illustrations
- sketch and share
- sharing circles
- reading circles
- sharing and comparing
- dramatizations
- reports
- show and tell presentations ...

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.2.1</b> <b>Identify self and others as sources of information</b>	<b>Grade 1 Specific Outcome 3.2.1</b> <b>Seek information about a topic from sources, including peers</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.2.1 c. Begins to ask others for information</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Examples may include asking:</p> <ul style="list-style-type: none"><li>- peers</li><li>- family members</li><li>- community members</li><li>- Elders</li><li>- experts</li><li>- teachers</li><li>- librarians</li><li>- authors</li><li>- editors ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.2.1 d. Begins to answer questions by selecting relevant information from sources</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>May say:</p> <p>"I found out that all spiders have eight legs. I counted all of the legs on all of the pictures I found, and my Mom and I read that on this website we found, too."</p>

## Select and Process

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### Identify Sources of Information

#### Grade 2 Specific Outcome 3.2.1

Select relevant information from a variety of sources to answer inquiry or research questions

#### Grade 3 Specific Outcome 3.2.1

Use relevant information from a variety of sources to answer inquiry or research questions

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

By the end of Grade 2 the student ...

3.2.1 . Information is on previous page(s)

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

By the end of Grade 3 the student ...

3.2.1 . 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.

### K Specific Outcome 3.2.2

Compare gathered ideas and information to personal knowledge

#### General Example(s)

Suggested activities:

- Think-Pair-Share (TPS)
- conversations
- T-charts
- sketch and share
- show and tell
- draw and discuss
- brainstorming
- sharing circles
- book talks
- lists ...

### 1 Specific Outcome 3.2.2

Recognize when information answers the questions asked

#### General Example(s)

Suggested activities:

- Think-Pair-Share (TPS)
- conversations
- T-charts
- sketch and share
- show and tell
- draw and discuss
- brainstorming
- sharing circles
- book talks
- lists
- Who-What-Where-When-Why-How (5W's + H)
- Know-Want to Know-What I Learned (KWL)
- picture-question-sort
- interviews
- surveys
- gate keeper game ...

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## Evaluate Sources

### 2 Specific Outcome 3.2.2

Match information to inquiry or research focus

#### General Example(s)

Suggested activities:

- Think-Pair-Share (TPS)
- conversations
- T-charts
- sketch and share
- show and tell
- draw and discuss
- brainstorming
- sharing circles
- book talks
- lists
- Who-What-Where-When-Why-How (5W's + H)
- Know-Want to Know-What I Learned (KWL)
- picture-question-sort
- interviews
- surveys
- gate keeper game
- authentic learning projects
- checklists
- conferencing
- self-assessment
- trash-treasure-save ...

### 3 Specific Outcome 3.2.2

Review information to determine its usefulness to inquiry or research focus

#### General Example(s)

Suggested activities:

- Think-Pair-Share (TPS)
- conversations
- sketch and share
- show and tell
- draw and discuss
- brainstorming
- sharing circles
- book talks
- lists
- Who-What-Where-When-Why-How (5W's + H)
- Know-Want to Know-What I Learned (KWL)
- picture-question-sort
- interviews
- surveys
- gate keeper game
- authentic learning projects
- checklists
- conferencing
- self-assessment
- trash-treasure-save ...

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 3.2.2</b></p> <p>Compare gathered ideas and information to personal knowledge</p>	<p><b>Grade 1 Specific Outcome 3.2.2</b></p> <p>Recognize when information answers the questions asked</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.2.2 a. Begins to talk about the connection between personal knowledge and new information</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "My dog had pups and they are so cute. They are not like their mom. They don't eat from the bowl, they drink from her; they pee inside; and they wobble when they try to walk."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.2.2 a. Talks about the connection between personal knowledge and new information</p> <p>May say: "My dog had pups and they are so cute. They are not like their mom. They don't eat from the bowl, they drink from her; they pee inside; and they wobble when they try to walk."</p> <p>3.2.2 b. Begins to identify key words in a question</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "We can use the five finger trick (Who-What-Where-When-Why + How?) to find out all the important information for our book."</p> <p>"This question is about when puppies stop feeding from their mother, not about how they learn to walk."</p> <p>3.2.2 c. Begins to connect information to questions asked</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "This picture shows puppies feeding from their mother."</p>

Evaluate Sources

**Grade 2 Specific Outcome 3.2.2**

**Match information to inquiry or research focus**

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

**By the end of Grade 2 the student ...**

**3.2.2 a. Identifies key words in a question**

May say:

"We can use the five finger trick (Who-What-Where-When-Why?) to find out all the important information for our book"

"We are supposed to find out which animals are related to the dog family."

**3.2.2 b. Connects information to questions asked**

May say:

"This diagram shows all the canine family."

**3.2.2 c. Begins to set criteria collaboratively to evaluate sources of 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.

**3.2.2 d. Begins to evaluate the relevance of sources of 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:

"This book doesn't help us to find out which animals are in the dog family; we can use it when we talk about life cycles though."

See:

Assess Information (3.2.3)

Use Strategies to Make Sense of Information (3.2.4)

**Grade 3 Specific Outcome 3.2.2**

**Review information to determine its usefulness to inquiry or research focus**

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

**By the end of Grade 3 the student ...**

**3.2.2 a. Begins to set criteria, collaboratively or independently, to evaluate sources of 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.

Criteria may include:

- title, author, copyright date
- author's expertise in field
- fact or fiction
- viewpoint
- primary (experiential) or secondary source
- information contained in more than one form?
- answers inquiry question completely?
- provides useful information?
- suitability of information ...

**3.2.2 b. Begins to evaluate the relevance of sources of information using the pre-established criteria (teacher directed, student directed, or group directed)**

"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:

"This website shows the sequence of the plane taking off. We can use the pictures for our report, and then find some more information in that book to write good captions."

See:

Assess Information (3.2.3)

Use Strategies to Make Sense of Information (3.2.4)

## **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.**

### **K Specific Outcome 3.2.3**

**Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and 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: Graphophonic (2.1.4)  
Cueing Systems: Semantic (2.1.5)  
Cueing Systems: Syntactic (2.1.6)  
Cueing Systems: Pragmatic (2.1.7)

### **1 Specific Outcome 3.2.3**

**Understand that library materials have a specific organizational system, which includes visual and auditory cues, to locate information and 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: Graphophonic (2.1.4)  
Cueing Systems: Semantic (2.1.5)  
Cueing Systems: Syntactic (2.1.6)  
Cueing Systems: Pragmatic (2.1.7)

**Access Information****2 Specific Outcome 3.2.3**

**Use the specific library organizational system, including visual and auditory cues, to locate information and 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: Graphophonic (2.1.4)

Cueing Systems: Semantic (2.1.5)

Cueing Systems: Syntactic (2.1.6)

Cueing Systems: Pragmatic (2.1.7)

**3 Specific Outcome 3.2.3**

**Use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas**

\*such as titles, pictures, headings, labels, diagrams, library files, dictionary guide words ...

\*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.

<p><b>Kindergarten Specific Outcome 3.2.3</b></p> <p>Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information</p>	<p><b>Grade 1 Specific Outcome 3.2.3</b></p> <p>Understand that library materials have a specific organizational system, which includes visual and auditory cues, to locate information and ideas</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p><b>3.2.3 a. Uses classroom sources to access information</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- calendar</li><li>- alphabet</li><li>- number line</li><li>- labels</li><li>- learning centres ...</li></ul> <p>See Spelling (4.3.2)</p> <p><b>3.2.3 b. Begins to use the computer to access information</b></p> <p>*applicable where technology is available</p> <p>*Information and Communication Technology outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is <u>not</u> increased.</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- Internet sites</li><li>- CDs ...</li></ul> <p>See:</p> <p>Identify Sources of Information (3.2.1.)</p> <p>Use Strategies to Make Sense of Information (3.2.4)</p> <p>Enhance Legibility and Develop Word Processing Skills (4.2.3)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p><b>3.2.3 a. Uses visual cues to access information</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- body language</li><li>- culturally appropriate eye contact</li><li>- facial expressions and gestures</li><li>- photographs</li><li>- illustrations</li><li>- illustrated directions</li><li>- icons</li><li>- colour coded words</li><li>- font</li><li>- letter size</li><li>- charts</li><li>- graphic organizers ...</li></ul> <p><b>3.2.3 b. Uses auditory cues to access information</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- sounds</li><li>- music</li><li>- words</li><li>- noises</li><li>- pauses</li><li>- volume ...</li></ul> <p><b>3.2.3 c. Uses the computer to access information</b></p> <p>*applicable where technology is available</p> <p>*Information and Communication Technology outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is <u>not</u> increased.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- Internet sites</li><li>- CDs ...</li></ul> <p>See:</p> <p>Identify Sources of Information (3.2.1.)</p> <p>Use Strategies to Make Sense of Information (3.2.4)</p> <p>Enhance Legibility, and Develop Word Processing Skills (4.2.3)</p>

**Access Information**

<p><b>Grade 2 Specific Outcome 3.2.3</b></p> <p><b>Use the specific library organizational system, including visual and auditory cues, to locate information and ideas</b></p>	<p><b>Grade 3 Specific Outcome 3.2.3</b></p> <p><b>Use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>3.2.3 a. Expands repertoire of visual cues to access information</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- body language</li> <li>- culturally appropriate eye contact</li> <li>- facial expressions and gestures</li> <li>- photographs</li> <li>- illustrations</li> <li>- illustrated directions</li> <li>- icons</li> <li>- colour coded words</li> <li>- font</li> <li>- letter size</li> <li>- charts</li> <li>- graphic organizers</li> <li>- opening shots to videos or DVDs ...</li> </ul> <p><b>3.2.3 b. Expands repertoire of auditory cues to access information</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- sounds</li> <li>- music</li> <li>- words</li> <li>- noises</li> <li>- pauses</li> <li>- volume ...</li> </ul> <p><b>3.2.3 c. Uses textual cues to access information</b></p> <p>See Text Features (2.1.3)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>3.2.3 a. Expands repertoire of visual cues to access information</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- body language</li> <li>- culturally appropriate eye contact</li> <li>- facial expressions and gestures</li> <li>- photographs</li> <li>- illustrations</li> <li>- illustrated directions</li> <li>- icons</li> <li>- colour coded words</li> <li>- font</li> <li>- letter size</li> <li>- charts</li> <li>- graphic organizers</li> <li>- opening shots to videos or DVDs</li> <li>- diagrams ...</li> </ul> <p><b>3.2.3 b. Expands repertoire of auditory cues to access information</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- sounds</li> <li>- music</li> <li>- words</li> <li>- noises</li> <li>- pauses</li> <li>- volume</li> <li>- rhythm ...</li> </ul> <p><b>3.2.3 c. Expands repertoire of textual cues to access information</b></p> <p>See Text Features (2.1.3)</p>

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 3.2.3</b></p> <p>Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information</p>	<p><b>Grade 1 Specific Outcome 3.2.3</b></p> <p>Understand that library materials have a specific organizational system, which includes visual and auditory cues, to locate information and ideas</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p><b>3.2.3 c. Begins to use visual cues to access information</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- body language</li><li>- culturally appropriate eye contact</li><li>- facial expressions and gestures</li><li>- photographs</li><li>- illustrations</li><li>- illustrated directions</li><li>- films</li><li>- videos</li><li>- picture books</li><li>- picture file</li><li>- icons,</li><li>- objects</li><li>- artifacts</li><li>- photographs</li><li>- Internet sites</li><li>- television</li><li>- CDs</li><li>- observations ...</li></ul> <p><b>3.2.3 d. Begins to use auditory cues to access information</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- sounds</li><li>- music</li><li>- words</li><li>- noises</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p><b>3.2.3 d. Accesses information from reference materials</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- calendar</li><li>- alphabet</li><li>- number line</li><li>- labels</li><li>- learning centres, listening centre</li><li>- word walls or word books</li><li>- dictionaries, dictionaries</li><li>- maps</li><li>- environmental print</li><li>- picture books</li><li>- CDs</li><li>- videos, DVDs</li><li>- television</li><li>- objects</li><li>- artifacts ...</li></ul> <p><b>3.2.3 e. Begins to use textual cues to access information</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>See Text Features (2.1.3)</p>

Access Information

<p><b>Grade 2 Specific Outcome 3.2.3</b> <b>Use the specific library organizational system, including visual and auditory cues, to locate information and ideas</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>3.2.3 d. <b>Uses the library's organizational system to locate information</b></p> <p>Examples may include areas designated for:</p> <ul style="list-style-type: none"><li>- fiction</li><li>- nonfiction</li><li>- easy reading</li><li>- new books</li><li>- picture books</li><li>- informational texts</li><li>- references (dictionaries, atlases, maps)</li><li>- magazines</li><li>- posters</li><li>- videos</li><li>- audio tapes</li><li>- CDs ...</li></ul> <p>3.2.3 e. <b>Uses the computer to access information</b></p> <p>*applicable where technology is available</p> <p>*Information and Communication Technology outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is <u>not</u> increased.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- Internet sites</li><li>- CDs ...</li></ul> <p>See:</p> <p>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)</p>	<p><b>Grade 3 Specific Outcome 3.2.3</b> <b>Use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas</b></p> <p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>3.2.3 d. <b>Uses the library's organizational system to locate information</b></p> <p>Examples may include areas designated for:</p> <ul style="list-style-type: none"><li>- fiction</li><li>- nonfiction</li><li>- easy reading</li><li>- new books</li><li>- picture books</li><li>- informational texts</li><li>- references (dictionaries, atlases, maps)</li><li>- magazines</li><li>- posters</li><li>- videos</li><li>- audio tapes</li><li>- CDs</li><li>- library files</li><li>- electronic media ...</li></ul> <p>Understands and uses:</p> <ul style="list-style-type: none"><li>- alphabetization of resources ...</li></ul>
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**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.2.3</b>  Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information	<b>Grade 1 Specific Outcome 3.2.3</b>  Understand that library materials have a specific organizational system, which includes visual and auditory cues, to locate information and ideas
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  3.2.3 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  3.2.3 f. Begins to use the library's organizational system to locate information or 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.  May say: "I want a story about snakes, so I will be over here."  "I want the information about snakes, so I will be over there."  "I want another book by Robert Munsch, so I will look on that shelf."

Access Information

<p><b>Grade 2 Specific Outcome 3.2.3</b> Use the specific library organizational system, including visual and auditory cues, to locate information and ideas</p>	<p><b>Grade 3 Specific Outcome 3.2.3</b> Use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p><b>3.2.3 f. Accesses information from reference materials</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- calendar</li><li>- alphabet</li><li>- number line</li><li>- labels</li><li>- learning centres, listening centre</li><li>- word walls or word books</li><li>- pictionaries, dictionaries</li><li>- maps</li><li>- environmental print</li><li>- picture books</li><li>- CDs</li><li>- videos, DVDs</li><li>- television</li><li>- objects</li><li>- artifacts ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p><b>3.2.3 e. Uses the computer to access information</b></p> <p>*applicable where technology is available</p> <p>*Information and Communication Technology outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is <u>not</u> increased.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- Internet sites</li><li>- videos</li><li>- CDs</li><li>- visuals</li><li>- bulletin boards</li><li>- Powerpoints</li><li>- maps</li><li>- graphs</li><li>- digital cameras ...</li></ul> <p>See:</p> <p>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)</p>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.2.3</b>  Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information	<b>Grade 1 Specific Outcome 3.2.3</b>  Understand that library materials have a specific organizational system, which includes visual and auditory cues, to locate information and ideas
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  3.2.3 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  3.2.3 . Information is on previous page(s)

Access Information

<p><b>Grade 2 Specific Outcome 3.2.3</b> Use the specific library organizational system, including visual and auditory cues, to locate information and ideas</p>	<p><b>Grade 3 Specific Outcome 3.2.3</b> Use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>3.2.3 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>3.2.3 f. Accesses information from reference materials</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- calendar</li><li>- alphabet</li><li>- number line</li><li>- labels</li><li>- learning centres, listening centre</li><li>- word walls or word books</li><li>- dictionaries, dictionaries</li><li>- maps</li><li>- environmental print</li><li>- informational texts</li><li>- atlases</li><li>- Internet sites</li><li>- timelines</li><li>- charts, graphs</li><li>- junior thesaurus</li><li>- spell check functions</li><li>- directories</li><li>- objects</li><li>- artifacts ...</li></ul>

**General Outcome:**

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

**K Specific Outcome 3.2.4**

Ask questions and use prior knowledge to make sense of 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)

**1 Specific Outcome 3.2.4**

Make and check predictions using prior knowledge and text features

**Specific Outcome Links**

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

## Use Strategies to Make Sense of Information

### 2 Specific Outcome 3.2.4

Make connections between prior knowledge, ideas, information, and text features

#### 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)

### 3 Specific Outcome 3.2.4

Determine main ideas in information using prior knowledge, predictions, connections, and inferences

#### 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.

<p><b>Kindergarten Specific Outcome 3.2.4</b></p> <p>Ask questions and use prior knowledge to make sense of information</p>	<p><b>Grade 1 Specific Outcome 3.2.4</b></p> <p>Make and check predictions using prior knowledge and text features</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.2.4 a. Begins to ask questions to make sense of information in oral, print, and other media texts</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>May say: "How do...?"  "Why does...?"</p> <p>3.2.4 b. Begins to talk about the connections between prior knowledge, personal experiences, and new information in oral, print, and other media texts</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>May say: "That's like..."  "That's different from..."  "It sounds like..."  "It looks like..."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.2.4 a. Asks questions to make sense of information in oral, print, and other media texts</p> <p>3.2.4 b. Talks about the connections between prior knowledge, personal experiences, and new information in oral, print, and other media texts</p> <p>May say: "That's like..."  "That's different from..."  "It sounds like..."  "It looks like..."  "That means if..., then..."</p> <p>3.2.4 c. Begins to use prior knowledge to make predictions to understand information in oral, print, and other media texts</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Suggested activities: - Before-During-After (BDA) - cloze activities - retelling/restating - Know-Want to Know-Learned (KWL) ...</p> <p>May say: "If my Mom has a baby she'll probably have another girl because we already have two!"</p> <p>"When we play boys against the girls, us boys always win 'cause we have more muscles!"</p>

Use Strategies to Make Sense of Information

**Grade 2 Specific Outcome 3.2.4**

**Make connections between prior knowledge, ideas, information, and text features**

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

**By the end of Grade 2 the student ...**

**3.2.4 a. Makes connections between prior knowledge and new information in oral, print, and other media texts**

May say:

"Spring time in the East is different in some ways than here. We have hotter temperatures in Fort Smith than in Holman, but other things are the same. The pictures we have of spring in Holman show duck hunting on the ocean; we have ducks on our river and lots of people hunt them too."

**3.2.4 b. Uses prior knowledge to make predictions to understand information in oral, print, and other media texts**

Suggested activities:

- Before-During-After (BDA)
- cloze activities
- retelling/restating
- Know-Want to Know-Learned (KWL) ...

May say:

"We have more blue mitts on our graph than any other colour so I predict that the next pair of mitts we pull out of the bag will be blue."

"Tomorrow my bean should be 3 cm taller because for the last three days it has grown a lot."

**Grade 3 Specific Outcome 3.2.4**

**Determine main ideas in information using prior knowledge, predictions, connections, and inferences**

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

**By the end of Grade 3 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:

"My Grandmother makes a cough medicine by boiling birch bark, so I think that many plants must have ingredients in them that we can use to make medicine. I wonder if we can find out exactly how long we have to boil it for and with which other ingredients."

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.2.4</b>  Ask questions and use prior knowledge to make sense of information	<b>Grade 1 Specific Outcome 3.2.4</b>  Make and check predictions using prior knowledge and text features
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.2.4 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.2.4 d. Begins to use textual cues in oral, print, and other media texts to check predictions</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*for example: - illustrations - titles - key words - labels - colour coded words - opening shots to videos - author's name - captions - headings ...</p> <p>Strategies may include: - discussing - questionning - reading - viewing ...</p> <p>See: Text Features (2.1.3) Access Information (3.2.3)</p>

Use Strategies to Make Sense of Information

**Grade 2 Specific Outcome 3.2.4**

**Make connections between prior knowledge, ideas, information, and text features**

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

**By the end of Grade 2 the student ...**

3.2.4 c. **Uses textual cues in oral, print, and other media texts to check predictions**

\*for example:

- illustrations
- titles
- key words
- labels
- colour coded words
- opening shots to videos
- author's name
- table of contents
- captions
- headings ...

Strategies may include:

- discussing
- questionning
- reading
- viewing ...

See:

Text Features (2.1.3)

Access Information (3.2.3)

**Grade 3 Specific Outcome 3.2.4**

**Determine main ideas in information using prior knowledge, predictions, connections, and inferences**

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

**By the end of Grade 3 the student ...**

3.2.4 b. **Uses 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
- table of contents
- captions
- headings and subheadings
- diagrams
- hot links
- dictionary guide words
- main ideas
- sequence ...

Strategies may include:

- discussing
- questionning
- reading
- viewing ...

May say:

"The table of contents lists the different kinds of trees found in the NWT. This book will help us label what we find in our area."

See:

Text Features (2.1.3)

Access Information (3.2.3)

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.2.4</b>  Ask questions and use prior knowledge to make sense of information	<b>Grade 1 Specific Outcome 3.2.4</b>  Make and check predictions using prior knowledge and text features
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  3.2.4 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  3.2.4 . Information is on previous page(s)

Use Strategies to Make Sense of Information

**Grade 2 Specific Outcome 3.2.4**

**Make connections between prior knowledge, ideas, information, and text features**

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

By the end of Grade 2 the student ...

3.2.4 d. Begins to identify main ideas in information 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.

\*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
- visualizing
- describing
- sequencing
- questioning
- webbing
- clustering
- inquiring
- observing
- predicting ...

**Grade 3 Specific Outcome 3.2.4**

**Determine main ideas in information using prior knowledge, predictions, connections, and inferences**

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

By the end of Grade 3 the student ...

3.2.4 c. Identifies main 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 dance has to be about the return of the sun, because of the way that the dancer uses his arms to point upwards, his costume is bright and festive, and..."

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.2.4</b>  Ask questions and use prior knowledge to make sense of information	<b>Grade 1 Specific Outcome 3.2.4</b>  Make and check predictions using prior knowledge and text features
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  3.2.4 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  3.2.4 . Information is on previous page(s)

Use Strategies to Make Sense of Information

**Grade 2 Specific Outcome 3.2.4**

Make connections between prior knowledge, ideas, information, and text features

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

By the end of Grade 2 the student ...

3.2.4 e. Begins to use prior knowledge and text (oral, print, and other media texts) to make inferences

"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:

"The sky is very dark and cloudy, so it'll rain today."

"She has to be old because she has lots of grey hair."

"I think this story is sad because the title has the word 'poor' in it and the dog on the cover is a mess."

**Grade 3 Specific Outcome 3.2.4**

Determine main ideas in information using prior knowledge, predictions, connections, and inferences

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

By the end of Grade 3 the student ...

3.2.4 d. Begins to identify supporting ideas in information 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.

Suggested activities:

- main idea maps, main idea charts
- Directed Reading-Thinking Activity (DRTA)
- guided reading
- sketching
- story mapping
- 5 Ws and H charts
- concept webs ...

May say:

"This dance has to be about the return of the sun, because of the way that the dancer uses his arms to point upwards, his costume is bright and festive, and..."

"This poster is about the trees of the NWT. It is then divided into two sections: trees of the taiga and trees of the tundra."

**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.

**K Specific Outcome 3.3.1**

Categorize objects and pictures according to visual similarities and differences

**General Example(s)**

Strategies may include:

- brainstorming
- discussing
- retelling/recalling
- sorting
- categorizing
- journaling
- comparing and contrasting
- connecting/linking
- organizing
- planning
- charting
- self-assessing
- visualizing ...

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

Text Features (2.1.3)

Record Information (3.3.2)

**1 Specific Outcome 3.3.1**

Identify and categorize information according to similarities, differences, and sequences

**General Example(s)**

Strategies may include:

- brainstorming
- discussing
- conferencing
- retelling/recalling
- sorting
- categorizing
- journaling
- comparing and contrasting
- connecting/linking
- planning
- charting
- self-assessing
- visualizing
- describing
- sequencing
- questioning
- mapping
- webbing
- clustering
- patterning
- graphing ...

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

Text Features (2.1.3)

Record Information (3.3.2)

Organize Information

**2 Specific Outcome 3.3.1**

Categorize related information and ideas 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 ...

**Specific Outcome Links**

Combine Ideas and Develop Understanding (1.2.1)

Text Features (2.1.3)

Record Information (3.3.2)

**3 Specific Outcome 3.3.1**

Organize and explain information and ideas 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 ...

**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.**

<b>Kindergarten Specific Outcome 3.3.1</b>  <b>Categorize objects and pictures according to visual similarities and differences</b>	<b>Grade 1 Specific Outcome 3.3.1</b>  <b>Identify and categorize information according to similarities, differences, and sequences</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>3.3.1 a. Sorts concrete objects and pictures according to similarities and differences</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- pictographs</li><li>- sorting trays and mats</li><li>- physical graphs</li><li>- picture sorts ...</li></ul> <p>May use:</p> <ul style="list-style-type: none"><li>- common descriptors and patterns (such as colours, size, shape...)</li><li>- positional and comparative terms (such as same/different, larger/smaller, in front of, behind, beside, on top) ...</li></ul> <p>May say:</p> <p>"These are all red, these are blue, and these are purple."</p> <p>"We put all the vehicles together and then made groups of those that are made to go in water, those that fly, and those that we drive on the road."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>3.3.1 a. Sorts and categorizes information according to similarities and differences</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- pictographs</li><li>- sorting trays and mats</li><li>- physical graphs</li><li>- picture sorts</li><li>- journals</li><li>- data collections ...</li></ul> <p>May say:</p> <p>"In both winter and summer we go hunting or fishing, but we have to get there in a different way. And sometimes we have to hunt different animals."</p> <p>"The ending is different in Munsch's book The Paper Bag Princess from the movie we just watched."</p> <p>"The wolf in the first story of The Three Little Pigs is mean, but in this other story he is a good guy."</p> <p>"This pile of books is a collection of stories and this pile is our information books."</p>

## Organize, Record, and Evaluate

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### Organize Information

#### Grade 2 Specific Outcome 3.3.1

Categorize related information and ideas using a variety of strategies

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

By the end of Grade 2 the student ...

##### 3.3.1 a. Sequences information and ideas

Suggested activities:

- conversations
- story telling
- dramatizing
- journals
- illustrations
- cartoons
- picture books
- order of events
- beginning-middle-end
- maps, story maps ...

May say:

"I put these pictures in order to show how I built my..."

"Here are the captions for the pictures to tell how the caterpillar turns into a butterfly."

#### Grade 3 Specific Outcome 3.3.1

Organize and explain information and ideas using a variety of strategies

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

By the end of Grade 3 the student ...

##### 3.3.1 a. Sequences information and ideas

Suggested activities:

- conversations
- story telling
- dramatizing
- journals
- illustrations
- cartoons
- picture books
- order of events
- beginning-middle-end
- chains, cycles, webs
- maps, story maps
- expository writing ...

May say:

"I need a conference to get help with finding a better ending to my story because it just seems to go on forever."

"Our group wrote a recipe for love."

"Can we write the steps for giving a dog a bath instead of the steps for a recipe?"

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 3.3.1</b></p> <p>Categorize objects and pictures according to visual similarities and differences</p>	<p><b>Grade 1 Specific Outcome 3.3.1</b></p> <p>Identify and categorize information according to similarities, differences, and sequences</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p><b>3.3.1 b. Begins to represent similarities and differences</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- pictographs</li><li>- labels</li><li>- sorting trays and mats</li><li>- physical graphs</li><li>- picture sorts</li><li>- journals</li><li>- illustrations</li><li>- sculptures</li><li>- dramatizations</li><li>- data collections</li><li>- lists ...</li></ul> <p>May say:</p> <p>"In our class, there are more boys than girls."</p> <p>"We made a pattern with round and square beads."</p> <p>"Our painting shows the tall plants and the short ones."</p> <p>"These all make loud noises and these are all quiet."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p><b>3.3.1 b. Represents similarities and differences</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- pictographs</li><li>- labels</li><li>- sorting trays and mats</li><li>- physical graphs</li><li>- picture sorts</li><li>- journals</li><li>- illustrations</li><li>- sculptures</li><li>- dramatizations</li><li>- data collections</li><li>- lists ...</li></ul> <p>May say:</p> <p>"I drew the same raven as was in the book, but I didn't give it the same name in my story."</p> <p>"We made the Three Little Pigs' houses to be able to see which one was the strongest."</p>

## Organize, Record, and Evaluate

### Organize Information

#### Grade 2 Specific Outcome 3.3.1

Categorize related information and ideas using a variety of strategies

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

By the end of Grade 2 the student ...

##### 3.3.1 b. Uses graphic organizers with guidance

Graphic organizers may include:

- journals
- lists
- pictographs, physical graphs, bar graphs
- picture maps, picture splashes, diagrams
- listen-sketch-share
- T-charts
- webs
- graphs
- same and different charts, comparison charts
- maps, sequence maps, character maps
- Know-Want to know-Learned (KWL)
- Who-What-Where-When-Why-How (5 Ws + H)
- Before-During-After (BDA)
- think bubbles, think-alouds ...

May say:

"This bar graph shows that there is only one city, a few medium sized communities, and lots of small communities in the NWT."

"The Nunavut bar graph is different from ours..."

"Our grandmothers helped us with the timeline for our community. They told us that long ago..."

"Our teacher helped us with the Venn Diagram to compare the communities that are on the Arctic Coast and those along the Mackenzie."

#### Grade 3 Specific Outcome 3.3.1

Organize and explain information and ideas using a variety of strategies

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

By the end of Grade 3 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, logs, reflection logs, learning logs
- pictographs, physical graphs, line graphs, bar graphs, T-charts
- picture maps, picture splashes, diagrams
- listen-sketch-share
- same and different charts, flow charts
- maps, character maps
- lists, outlines, paragraphs
- charts, comparison charts, jot charts, clusters
- Know-Want to know-Learned (KWL)
- Who-What-Where-When-Why-How (5 Ws + H)
- Before-During-After (BDA)
- think bubbles, think-alouds
- story maps, plot diagrams, word maps
- Know-Want to know-Predict-Learned (KWPL)
- Plus-Minus-Interesting (PMI)
- prediction frames
- slim jims
- process notes, two column notes
- inquiry notebooks
- information comic strips, information flip books
- bibliographies ...

May say:

"At the top of our pyramid, we put our topic, in the middle we wrote our main idea, and the bottom is full of details about our topic."

"I guess copying the sentences from that research book was too much information on my slim jim; so I need to go back and choose only the key words."

"I liked using the graph sheets to figure out the area of my room. I think I can use that same graphing strategy to figure the area of our classroom, even if it isn't a perfect rectangle."

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 3.3.1</b></p> <p>Categorize objects and pictures according to visual similarities and differences</p>	<p><b>Grade 1 Specific Outcome 3.3.1</b></p> <p>Identify and categorize information according to similarities, differences, and sequences</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.3.1 c. Begins to use graphic organizers through guided practice</p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*See Specific Outcome for a list of strategies.</p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals</li><li>- lists</li><li>- pictographs</li><li>- physical graphs</li><li>- picture maps</li><li>- picture splash</li><li>- diagrams</li><li>- listen-sketch-share</li><li>- T-charts ...</li></ul> <p>May say"</p> <p>"In our talk, we listed all of the people we should invite to our party, and this is the list of pictures of the groceries we want to buy for our store."</p> <p>"I made a map of our centre; it is like a treasure map."</p> <p>"I sorted the food I like in this part and on this side I put all the food I don't like."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.3.1 c. Uses graphic organizers with guidance</p> <p>*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones.</p> <p>*Keep in mind audience and purpose when matching the graphic organizer to the task.</p> <p>*See Specific Outcome for a list of strategies.</p> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals</li><li>- lists</li><li>- pictographs</li><li>- physical graphs</li><li>- picture maps</li><li>- picture splash</li><li>- diagrams</li><li>- listen-sketch-share</li><li>- T-charts</li><li>- webs</li><li>- graphs</li><li>- same and different charts</li><li>- maps, sequence maps, character maps</li><li>- Know-Want to know-Learned (KWL)</li><li>- Who-What-Where-When-Why-How (5 Ws + H)</li><li>- Before-During-After (BDA)</li><li>- think bubbles ...</li></ul> <p>May say:</p> <p>"The strategy we used was webbing. Our group put everything we know about Goldilocks into bubbles around her name."</p> <p>"After you showed us how to use the sense cluster, I decided my poem will be about spring. I had to think and draw about what I can smell, taste, hear, see, and feel. Now I am going to write my poem."</p>

Organize Information

**Grade 2 Specific Outcome 3.3.1**

**Categorize related information and ideas using a variety of strategies**

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

**By the end of Grade 2 the student ...**

3.3.1 c. **Begins to choose appropriate graphic organizer from a selection**

**"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 audience and purpose when matching the graphic organizer to the task.

May say:

"From the list of graphic organizers we have practiced before, we think that our project needs a timeline to show how things have changed here in..."

3.3.1 d. **Begins to explain the choice of graphic organizer**

**"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.**

\*Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones.

May say:

"We thought the timeline would make it easier to keep track of what happened when in our community."

**Grade 3 Specific Outcome 3.3.1**

**Organize and explain information and ideas using a variety of strategies**

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

**By the end of Grade 3 the student ...**

3.3.1 c. **Chooses appropriate graphic organizer from a selection**

\*Keep in mind audience and purpose when matching the graphic organizer to the task.

May say:

"Let's use the RAN to show what we think we know about this. Then we can either check it off as confirmed, or fix it if we were wrong, and add our new learning."

3.3.1 d. **Explains the choice of graphic organizer**

May say:

"We started by trying to work through a timeline, but went back to our list of graphic organizers and think that a flow chart might be better to show how one change affected lots of events..."

3.3.1 e. **Begins to explain information and ideas using the selected graphic organizer**

**"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:

"This cycle shows the stages of a plant's life. You see right away that the seeds are at the beginning of the cycle and at the end."

"These two graphic organizers, plot diagram and timeline, might help us to show the class what happened in the novel we read. Which would work best for us?"

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.3.1</b> Categorize objects and pictures according to visual similarities and differences	<b>Grade 1 Specific Outcome 3.3.1</b> Identify and categorize information according to similarities, differences, and sequences
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  3.3.1 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  3.3.1 d. Begins to sequence 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: - conversations - story telling - dramatizing - journals - illustrations - cartoons - picture books - order of events - beginning-middle-end ...  May say: "I put these pictures in order to show how my plant grew."  "These are the steps we want other kids to follow when they visit our centre."  "I drew some pictures where I didn't know the words, to show my plan for the day."

### Organize Information

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**Grade 2 Specific Outcome 3.3.1**

Categorize related information and ideas using a variety of strategies

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

By the end of Grade 2 the student ...

3.3.1 e. Begins to choose appropriate strategies from a selection

"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 Specific Outcome for list of possible strategies.

May say:

"From the list of strategies, we can use sequencing to show how our community was then and how it is now."

"We clustered all the information about what foxes eat, where they live, what they look like, their young, and their homes, in these clouds."

**Grade 3 Specific Outcome 3.3.1**

Organize and explain information and ideas using a variety of strategies

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

By the end of Grade 3 the student ...

3.3.1 f. Chooses appropriate strategies from a selection

\*See Specific Outcome for list of possible strategies.

May say:

"Our job is to take notes using the same kind of jot chart as before, and then create a diorama showing a community in the Australian Outback that their group presented."

"In my reflection journal I wrote that I need to work more on my organizing skills. Next time I need to make a plan and stick to 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.

**K Specific Outcome 3.3.2**

Represent and share information and ideas; compose with a scribe

**Specific Outcome Links**

Organize Information (3.3.1)

**1 Specific Outcome 3.3.2**

Represent and tell key facts and ideas in own words

**Specific Outcome Links**

Organize Information (3.3.1)

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## Record Information

### 2 Specific Outcome 3.3.2

Record key facts and ideas in own words; identify titles and authors of sources

#### Specific Outcome Links

Organize Information (3.3.1)

### 3 Specific Outcome 3.3.2

Record facts and ideas using a variety of strategies; list authors and titles of sources

#### Specific Outcome Links

Organize Information (3.3.1)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 3.3.2</b> Represent and share information and ideas; compose with a scribe</p>	<p><b>Grade 1 Specific Outcome 3.3.2</b> Represent and tell key facts and ideas in own words</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.3.2 a. Talks about information and ideas related to a topic</p> <p>3.3.2 b. Represents/records information and ideas related to a topic</p> <p>*When representing, graphic organizers may or may not be used.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- illustrations</li><li>- sculptures</li><li>- role-plays</li><li>- dramatizations</li><li>- dances</li><li>- lists</li><li>- songs</li><li>- chants</li><li>- journal entries</li><li>- stories</li><li>- labels</li><li>- poems</li><li>- orchestrations ...</li></ul> <p>Graphic organizers may include:</p> <ul style="list-style-type: none"><li>- journals</li><li>- lists</li><li>- pictographs</li><li>- picture maps</li><li>- T-charts ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.3.2 a. Records key information and ideas related to a topic, using a preselected method</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- illustrations</li><li>- lists</li><li>- journal entries</li><li>- sticky notes</li><li>- highlighting</li><li>- labels</li><li>- graphic organizers ...</li></ul> <p>See 3.3.1 for list of graphic organizers.</p> <p>3.3.2 b. Begins to paraphrase key information and ideas related to a topic</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*When paraphrasing, graphic organizers may or may not be used.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- retelling</li><li>- dramatizing</li><li>- listing</li><li>- explaining</li><li>- illustrating</li><li>- sculpting</li><li>- painting</li><li>- dancing</li><li>- singing</li><li>- writing</li><li>- journaling</li><li>- recomposing ...</li></ul> <p>See 3.3.1 for list of graphic organizers.</p>

Record Information

<p><b>Grade 2 Specific Outcome 3.3.2</b></p> <p>Record key facts and ideas in own words; identify titles and authors of sources</p>	<p><b>Grade 3 Specific Outcome 3.3.2</b></p> <p>Record facts and ideas using a variety of strategies; list authors and titles of sources</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p><b>3.3.2 a. Paraphrases key information and ideas related to a topic</b></p> <p>*When paraphrasing, graphic organizers may or may not be used.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- retelling</li> <li>- dramatizing</li> <li>- listing</li> <li>- explaining</li> <li>- illustrating</li> <li>- sculpting</li> <li>- painting</li> <li>- dancing</li> <li>- singing</li> <li>- writing</li> <li>- journaling</li> <li>- recomposing ...</li> </ul> <p>See 3.3.1 for list of graphic organizers.</p> <p><b>3.3.2 b. Records information and ideas related to a topic using a preselected method</b></p> <p>May say: "We put our ideas on the class T-chart."</p> <p>See 3.3.1 for list of graphic organizers.</p> <p><b>3.3.2 c. Identifies titles and authors of sources related to a topic</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p><b>3.3.2 a. Records information on a topic using a preselected method</b></p> <p>May say: "When we talk to the Regional Biologist, we will record what she tells us in our log book, using a T-chart with our questions on one side and her answers on the other. Let's also make a chart about the different kinds of bugs we have here."</p> <p>See 3.3.1 for list of graphic organizers.</p> <p><b>3.3.2 b. Lists titles and authors of sources related to a topic</b></p> <p><b>3.3.2 c. Begins to record key information and ideas related to a topic in own words using note making strategies</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Note making strategies may include:</p> <ul style="list-style-type: none"> <li>- webbing</li> <li>- mapping</li> <li>- coding</li> <li>- charting</li> <li>- paraphrasing</li> <li>- highlighting ...</li> </ul> <p>See 3.3.1 for list of graphic organizers.</p>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.3.2</b>  Represent and share information and ideas; compose with a scribe	<b>Grade 1 Specific Outcome 3.3.2</b>  Represent and tell key facts and ideas in own words
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  3.3.2 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  3.3.2 c. Begins to identify titles of sources related to a 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.

## Organize, Record, and Evaluate

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### Record Information

<p><b>Grade 2 Specific Outcome 3.3.2</b> Record key facts and ideas in own words; identify titles and authors of sources</p>	<p><b>Grade 3 Specific Outcome 3.3.2</b> Record facts and ideas using a variety of strategies; list authors and titles of sources</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>3.3.2 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>3.3.2 . Information is on previous page(s)</p>

**General Outcome:**

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

**K Specific Outcome 3.3.3**

Indicate whether or not information is useful for answering questions

**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)

**1 Specific Outcome 3.3.3**

Recognize and use gathered information as a basis for communication

**Specific Outcome Links**

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

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**Evaluate Information**

**2 Specific Outcome 3.3.3**

Examine gathered information to decide what information to share or omit

**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)

**3 Specific Outcome 3.3.3**

Determine whether collected information is sufficient or inadequate for established 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)

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.3.3</b> Indicate whether or not information is useful for answering questions	<b>Grade 1 Specific Outcome 3.3.3</b> Recognize and use gathered information as a basis for communication
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>3.3.3 a. Begins to talk about information in relation to a question</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- brainstorming sessions</li><li>- think-alouds</li><li>- sharing circles</li><li>- conferences</li><li>- Think-Pair-Share (TPS)</li></ul> <p><b>3.3.3 b. Begins to evaluate usefulness of information</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- brainstorming sessions</li><li>- think-alouds</li><li>- sharing circles</li><li>- conferences</li><li>- Think-Pair-Share (TPS)</li><li>- prompted questions ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>3.3.3 a. Talks about new information in relation to a question</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- brainstorming sessions</li><li>- think-alouds</li><li>- sharing circles</li><li>- conferences</li><li>- Think-Pair-Share (TPS)</li><li>- before and after</li><li>- then and now</li><li>- Know-Want to Know-What I Learned (KWL)</li><li>- class books</li><li>- response journals</li><li>- learning logs</li><li>- posters ...</li></ul>

**Evaluate Information**

<p><b>Grade 2 Specific Outcome 3.3.3</b></p> <p><b>Examine gathered information to decide what information to share or omit</b></p>	<p><b>Grade 3 Specific Outcome 3.3.3</b></p> <p><b>Determine whether collected information is sufficient or inadequate for established purpose</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>3.3.3 a. Begins to determine relevance of information and ideas</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*Keep in mind audience and purpose when selecting information.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- conversations, brainstorming sessions</li> <li>- think-alouds</li> <li>- sharing circles</li> <li>- conferences</li> <li>- Think-Pair-Share (TPS)</li> <li>- prompted questions</li> <li>- compare and contrast</li> <li>- interviews</li> <li>- Who-What-Where-When-Why-How (5W's + How)</li> <li>- I wonder...?</li> <li>- did you know...?</li> <li>- before and after</li> <li>- then and now</li> <li>- Know-Want to Know-What I Learned (KWL)</li> <li>- Know-Want to Know-Learned+What will I do Next? (KWL+)</li> <li>- class books</li> <li>- response journals</li> <li>- learning logs</li> <li>- posters ...</li> </ul> <p>Determining relevant information and ideas may include:</p> <ul style="list-style-type: none"> <li>- identifying the question/topic</li> <li>- deleting unimportant information</li> <li>- recording related ideas and examples ...</li> </ul> <p>May say:</p> <p>"This is a great list of Play Station games, but it doesn't really fit with our topic of..."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>3.3.3 a. Determines relevance of information and ideas</b></p> <p>*Keep in mind audience and purpose when selecting information.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- brainstorming sessions</li> <li>- think-alouds</li> <li>- sharing circles</li> <li>- conferences</li> <li>- Think-Pair-Share (TPS)</li> <li>- prompted questions</li> <li>- compare and contrast</li> <li>- interviews</li> <li>- Who-What-Where-When-Why-How (5W's + How)</li> <li>- I wonder...?</li> <li>- did you know...?</li> <li>- before and after</li> <li>- then and now</li> <li>- Know-Want to Know-What I Learned (KWL)</li> <li>- Know-Want to Know-Learned+ What will I do Next? (KWL+)</li> <li>- response journals</li> <li>- learning logs</li> <li>- posters ...</li> </ul> <p>Determining relevant information and ideas may include:</p> <ul style="list-style-type: none"> <li>- identifying the question/topic</li> <li>- deleting unimportant information</li> <li>- recording related ideas and examples ...</li> </ul> <p>May say:</p> <p>"We need information about other communities. This book is about our community, so we won't need that information."</p>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.3.3</b> Indicate whether or not information is useful for answering questions	<b>Grade 1 Specific Outcome 3.3.3</b> Recognize and use gathered information as a basis for communication
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>3.3.3 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>3.3.3 b. Begins to accept or reject information and ideas</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- brainstorming sessions</li><li>- think-alouds</li><li>- webs</li><li>- sharing circles</li><li>- conferences</li><li>- Think-Pair-Share (TPS)</li><li>- prompted questions</li><li>- compare and contrast</li><li>- interviews</li><li>- Who-What-Where-When-Why-How (5W's + How)</li><li>- I wonder...?</li><li>- did you now...?</li><li>- before and after</li><li>- then and now</li><li>- Know-Want to Know-What I Learned (KWL)</li><li>- Reading and Analyzing Non-fiction (RAN) ...</li></ul> <p>May say:</p> <p>"We have lots of pictures of animals for our collage, but not all of them are babies so we shouldn't use those ones."</p>

## Organize, Record, and Evaluate

### Evaluate Information

<p><b>Grade 2 Specific Outcome 3.3.3</b> Examine gathered information to decide what information to share or omit</p>	<p><b>Grade 3 Specific Outcome 3.3.3</b> Determine whether collected information is sufficient or inadequate for established purpose</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>3.3.3 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>3.3.3 b. Begins to recognize when more information is needed to complete an inquiry</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- brainstorming sessions</li><li>- think-alouds</li><li>- sharing circles</li><li>- conferences</li><li>- Think-Pair-Share (TPS)</li><li>- compare and contrast</li><li>- interviews</li><li>- Who-What-Where-When-Why-How (5W's + How)</li><li>- I wonder...?</li><li>- did you know...?</li><li>- before and after</li><li>- then and now</li><li>- Know-Want to Know-What I Learned (KWL)</li><li>- Know-Want to Know-Learned +What will I do Next? (KWL+)</li><li>- response journals</li><li>- learning logs</li><li>- posters</li><li>- trash-treasure-and-save</li><li>- peer review</li><li>- inquiry or research checklist ...</li></ul>

**General Outcome:**

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

**K Specific Outcome 3.3.4**

Share learning and information-gathering experiences

**1 Specific Outcome 3.3.4**

Recall, talk about, and record information-gathering experiences

## Synthesize Information

### 2 Specific Outcome 3.3.4

Ask questions to reflect on inquiry or research experiences

### 3 Specific Outcome 3.3.4

Assess experiences, skills, and knowledge gained during the inquiry or research process

**General Outcome:**

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

<b>Kindergarten Specific Outcome 3.3.4</b> <b>Share learning and information-gathering experiences</b>	<b>Grade 1 Specific Outcome 3.3.4</b> <b>Recall, talk about, and record information-gathering experiences</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>3.3.4 a. Talks about information-gathering experiences</b></p> <p>May say: "I liked getting information from pictures."  "We used the water centre to figure out which things would float."  "If we use the blocks we could see how bridges work."</p> <p><b>3.3.4 b. Shares ideas and information about topics explored</b></p> <p>May say: "When the puck goes in the net, it's a goal!"</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>3.3.4 a. Talks about the successes and challenges related to information-gathering experiences</b></p> <p>May say: "We found out a lot more about bears when we worked with our big buddies."  "It is more fun to work together, but it sure is more noisy."  "I like getting my facts from pictures."  "When I worked with a partner, it was easier."  "I found it hard to find out what owls eat."  "I found it really hard to listen to the Renewable Resources Officer talk about owls, but his posters and stuffed owl helped me..."</p> <p><b>3.3.4 b. Talks about what was learned through new information</b></p> <p>May say: "I learned that spiders have eight legs from this picture."  "We used the water centre to figure out which things would float."  "If we use the blocks we could see how bridges work."</p>

Synthesize Information

**Grade 2 Specific Outcome 3.3.4**

Ask questions to reflect on inquiry or research experiences

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

By the end of Grade 2 the student ...

3.3.4 a. Begins to ask and answer questions about personal strengths and challenges to reflect on the research or inquiry process

**"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:

"What did I do that worked well?"

"Next time I want to do my research differently because I found it hard to answer the questions when I had only one book to look in?"

"Where else could I have looked?"

"Who else could have helped me?"

"Which part of the project shows my best work? And why?"

"Maybe we need to check another book."

3.3.4 b. Begins to ask and answer questions about what was learned in new 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:

"On my KWL chart I wrote that I learned...but I am still wondering about..."

**Grade 3 Specific Outcome 3.3.4**

Assess experiences, skills, and knowledge gained during the inquiry or research process

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

By the end of Grade 3 the student ...

3.3.4 a. Asks and answers 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:"

"I am getting better at..."

"I need more practice with..."

"My best work shows up in...part of my project."

"What kind of researcher am I? I need to have pictures with the information or it is hard to understand."

3.3.4 b. Asks and answers questions about what was learned in new information

May say:

"I learned...so now I want to know why it is like that."



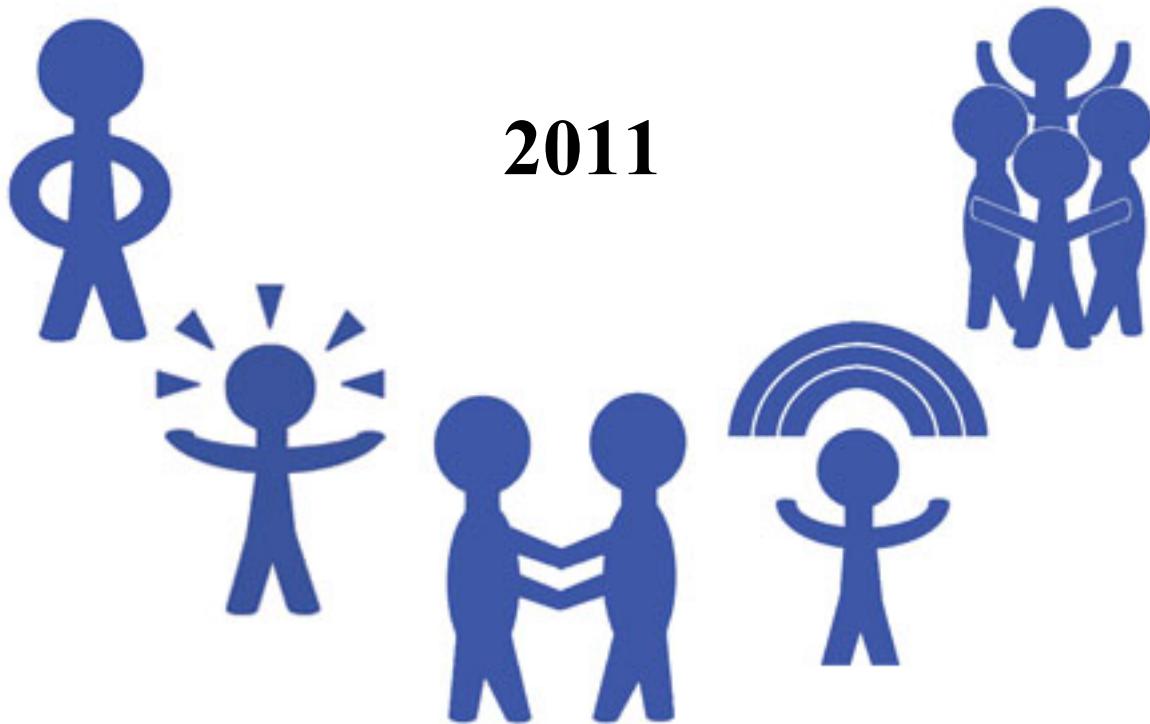
**NORTHWEST TERRITORIES**

**KINDERGARTEN TO GRADE 3**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**2011**



**GENERAL OUTCOME 4**

General Outcome 4



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

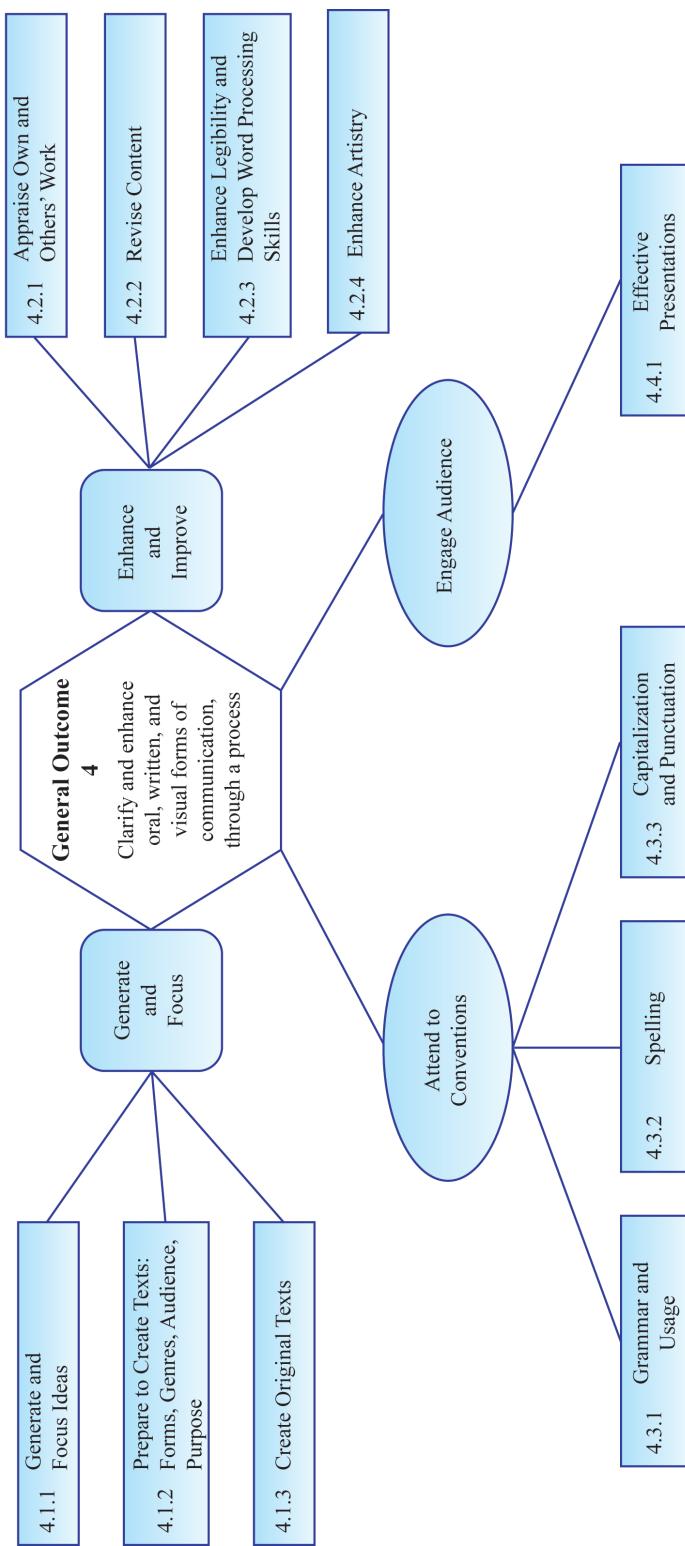
Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

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

## Writing process stages include: Drafting, Writing, Revising, Editing, and Publishing



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

## General Outcome:

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

### K 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
- painting
- sculpting
- dancing
- singing
- illustrating
- writing
- exploring
- questioning
- viewing
- graphing ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Prior Knowledge and Connections (2.1.1)

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)

### 1 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
- painting
- sculpting
- dancing
- singing
- illustrating
- writing
- exploring
- questioning
- viewing
- graphing
- conferencing
- describing
- sequencing
- mapping
- webbing
- clustering ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Prior Knowledge and Connections (2.1.1)

Use Personal Knowledge (3.1.1)

Identify Sources of Information (3.2.1)

Organize Information (3.3.1)

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

Create Original Texts (4.1.3)

Work in Groups (5.1.1)

### Generate and Focus Ideas

#### 2 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
- painting
- sculpting
- dancing,
- singing
- illustrating
- writing
- exploring
- questioning
- viewing
- graphing
- conferencing
- describing
- sequencing
- mapping, webbing
- clustering
- interviewing
- inquiring
- observing, predicting ...

#### 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)

#### 3 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.1.1</b></p> <p><b>Generate and focus ideas on a topic using a variety of strategies</b></p>	<p><b>Grade 1 Specific Outcome 4.1.1</b></p> <p><b>Generate and focus ideas on a topic using a variety of strategies</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>4.1.1 a. Talks and draws about personal experiences and ideas on a topic in oral, print, and other media texts</b></p> <p>*The distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style, using appropriate strategies.</p> <p>*In developing ideas for representations, other sources of information naturally shape one's thinking.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- sharing circles</li><li>- centres</li><li>- book talks</li><li>- inquiries</li><li>- improvisations</li><li>- pair-sketch</li><li>- lists</li><li>- illustrating class-created books</li><li>- making wordless picture books</li><li>- journals</li><li>- paintings</li><li>- labels ...</li></ul> <p>May say:</p> <p>"Teacher, could you write the muffin recipe so that we can take it home. Then we could show our Moms and Dads what we did with the berries we picked on our trip."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>4.1.1 a. Talks and writes about personal experiences and ideas on a topic in oral, print, and other media texts</b></p> <p>*The distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style, using appropriate strategies.</p> <p>*In developing ideas for representations, other sources of information naturally shape one's thinking.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- sharing circles</li><li>- centres</li><li>- book talks</li><li>- inquiries</li><li>- improvisations ...</li></ul> <p>May say:</p> <p>"In my journal I drew the way we figured out how to take away a number. Then I put the numbers under my pictures. I think I can do this whenever I get stuck with a take away problem."</p>

## Generate and Focus

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### Generate and Focus Ideas

#### Grade 2 Specific Outcome 4.1.1

Generate and focus ideas on a topic using a variety of strategies

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

4.1.1 a. Talks and writes about personal experiences and ideas on a particular topic in 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:

"I started my web with my ideas about airplanes. Then when I talked with the other kids at the learning centre I added this part about what keeps the planes in the air. Now I need even more information."

#### Grade 3 Specific Outcome 4.1.1

Generate and focus ideas on a topic using a variety of strategies

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

4.1.1 a. Talks and writes about personal experiences and ideas on a particular topic in 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 have been doing experiments about gravity and reading books about gravity on the moon and on the planets. Our new web has a part on it that we added about mass."

## **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.**

### **K Specific Outcome 4.1.2**

**Prepare to create by talking about experiences, information, ideas, forms, 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)

### **1 Specific Outcome 4.1.2**

**Prepare to create by exploring the connections between forms, audience, and purpose**

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

#### **General Example(s)**

See Examples of Forms of Expressive Language in NWT ELA Support Documents.

#### **Specific Outcome Links**

Express Preferences (1.1.2)

Text Features (2.1.3)

Experience Various Texts (2.2.1)

Forms and Genres (2.3.1)

Create Original Texts (4.1.3)

**Prepare to Create Texts: Forms, Genres, Audience, Purpose****2 Specific Outcome 4.1.2**

**Prepare to create by exploring the connections between choice of forms, identified 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)

**3 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.1.2</b></p> <p>Prepare to create by talking about experiences, information, ideas, forms, audience, and purpose</p>	<p><b>Grade 1 Specific Outcome 4.1.2</b></p> <p>Prepare to create by exploring the connections between forms, audience, and purpose</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.1.2 a. Begins to experiment with forms to express and/or record feelings, experiences, events, thoughts, ideas, or information</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*Keep in mind that audience and purpose determine form.</p> <p>May model:</p> <ul style="list-style-type: none"><li>- I Like Bugs</li><li>- Bad News, Good News</li><li>- Down by the Bay</li><li>- Brown Bear, Brown Bear</li></ul> <p>May say:</p> <p>"Let's do a puppet play about bike safety. We could do it just like a bike rodeo."</p> <p>"We invented a new way of singing Teddy Bear, Teddy Bear Turn Around. Instead we sing, Polar Bear, Polar Bear Turn Around."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.1.2 a. Experiments with forms to express and/ or record feelings, experiences, events, thoughts, ideas, or information</p> <p>*Keep in mind that audience and purpose determine form.</p> <p>May say:</p> <p>"We worked out a readers' theatre show for the class. We did the Cat In the Hat because it is funny."</p> <p>"We wrote an e-mail together to invite the Mayor/Band Chief to our class. We want to talk about..."</p>

Prepare to Create Texts: Forms, Genres, Audience, Purpose

**Grade 2 Specific Outcome 4.1.2**

Prepare to create by exploring the connections between choice of forms, identified audience, and purpose

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 2 the student ...

4.1.2 a. Begins to choose form, from a selection, to create oral, print, and other media texts for an identified audience and purpose

**"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.**

\*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 wrote the directions, just like a recipe, that you have to follow if you want to build our boat. It is a model canoe and we learned how to do it by watching the video from museum. Ours only makes a model though, not a real big one."

"We made a report about all the different ways to get to 1000. We did a report like the one in the math book instead of like the ones the teacher showed us today."

"I am trying to make a string game to show how the raven in my story can disappear. I didn't want to do a dance or a painting, because I wanted to work with my grandmother."

**Grade 3 Specific Outcome 4.1.2**

Prepare to create by exploring the connections between choice of forms, identified audience, and purpose; organize information and ideas

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 3 the student ...

4.1.2 a. Chooses form, from a selection, to create oral, print, and other media texts for an identified audience and purpose

\*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 so glad that I don't have to do paragraphs this time because I chose comic strips instead of a story for this book review. I will share it with my class."

"This is a map, so our information needs to be clear. We wanted to do a map because we thought it would be easier for the others to understand, instead of just talking about it."

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.1.2</b> Prepare to create by talking about experiences, information, ideas, forms, audience, and purpose</p>	<p><b>Grade 1 Specific Outcome 4.1.2</b> Prepare to create by exploring the connections between forms, audience, and purpose</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.1.2 b. Begins to sequence and/or categorize pictures</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*Organizational structures include: - beginning-middle-end (sequence) - first-then</p> <p>*May use graphic organizers (visual displays of ideas and information).</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- dramatization</li><li>- puppetry</li><li>- book talks</li><li>- predictable books</li><li>- think-pair-sketch</li><li>- lists</li><li>- illustrating class-created books</li><li>- shared writing</li><li>- making wordless picture books</li><li>- class books</li><li>- journals</li><li>- paintings</li><li>- labels</li><li>- data collections</li><li>- picture splashes</li><li>- photos ...</li></ul> <p>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)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.1.2 b. Begins to sequence and/or categorize pictures, information, and print to represent an idea or a story</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*Organizational structures include: - beginning-middle-end (sequence), or - first-then</p> <p>*May use graphic organizers (visual displays of ideas and information). See 3.3.1 for a list of graphic organizers.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- dramatization, puppetry, paintings, think-pair-sketch</li><li>- book talks, journals</li><li>- predictable books</li><li>- lists, labels</li><li>- class books, illustrating class-created books</li><li>- shared writing, making wordless picture books</li><li>- data collections</li><li>- picture splashes, photo albums</li><li>- sentence strips, captions</li><li>- poems, songs, chants</li><li>- pattern books, stories, rebus stories, cartoons</li><li>- directions, recipes ...</li></ul> <p>"On our Before-During-After we put what food we needed to pack to go camping, then what we ate during our trip, and now we looking at what food we have left."</p> <p>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)</p>

Prepare to Create Texts: Forms, Genres, Audience, Purpose

**Grade 2 Specific Outcome 4.1.2**

Prepare to create by exploring the connections between choice of forms, identified audience, and purpose

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

By the end of Grade 2 the student ...

4.1.2 b. Sequences and/or categorizes pictures, information, and print to represent an idea or a story

\*Organizational structures include:

- beginning-middle-end (sequence)
- logical order

\*May use graphic organizers (visual displays of ideas and information). See 3.3.1 for a list of graphic organizers.

Suggested activities:

- conversations
- dramatization, puppetry
- 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
- story vines, story boards, sentence frames ...

May say:

"On our class Venn diagram of the two books we read about the pigs and the wolves, we could add that there were wolves in both stories, but in the outside circle we could show that the wolf in one story is bad and in one he is good. It is almost the same for the pigs too!"

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)

**Grade 3 Specific Outcome 4.1.2**

Prepare to create by exploring the connections between choice of forms, identified audience, and purpose; organize information and ideas

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

By the end of Grade 3 the student ...

4.1.2 b. Sequences and/or categorizes visuals and print to represent 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
- dramatization, puppetry
- 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
- story vines, story boards, sentence frames
- information pyramids ...

May say:

"We started by trying to work through a timeline, but went back to our list of graphic organizers and think that a flow chart might be better to show how one change affected lots of events..."

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.

<p><b>Kindergarten Specific Outcome 4.1.2</b></p> <p>Prepare to create by talking about experiences, information, ideas, forms, audience, and purpose</p>	<p><b>Grade 1 Specific Outcome 4.1.2</b></p> <p>Prepare to create by exploring the connections between forms, audience, and purpose</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.1.2 c. Begins to talk about audience when creating oral, print, and other media texts</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "I picked this book at the library because it has lots of pictures for me to read. My Mom's books only have words because she is a big person."</p> <p>"I am making a card for my..."</p> <p>4.1.2 d. Begins to talk about purpose when creating oral, print, and other media texts</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "We wrote a thank you letter for helping us with cooking and making our recipe book."</p> <p>"We made a shopping list in the Co-op centre."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.1.2 c. Talks about an audience when creating oral, print, and other media texts</p> <p>May say: "I will write to my friend."</p> <p>"I will draw this poster for kids."</p> <p>"Our puppet play is for the Kindergarten class."</p> <p>4.1.2 d. Talks about a purpose when creating oral, print, and other media texts</p> <p>May say: "Our puppet play will teach the Kindergartners about not using matches."</p>

**Prepare to Create Texts: Forms, Genres, Audience, Purpose**

**Grade 2 Specific Outcome 4.1.2**

Prepare to create by exploring the connections between choice of forms, identified audience, and purpose

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 2 the student ...

4.1.2 c. **Identifies an audience when creating oral, print, and other media texts, with guidance**

May say:

"My report is for our celebration of learning with our parents."

"We're practicing to read this to the Elders at our Christmas tea."

4.1.2 d. **Sets a purpose when creating oral, print, and other media texts, with guidance**

May say:

"We need to get information from the Elders."

**Grade 3 Specific Outcome 4.1.2**

Prepare to create by exploring the connections between choice of forms, identified audience, and purpose; organize information and ideas

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

By the end of Grade 3 the student ...

4.1.2 c. **Identifies an audience when creating oral, print, and other media texts, with guidance**

May say:

"We have to use different language because we're writing to the Band Council."

4.1.2 d. **Sets a purpose when creating oral, print, and other media texts, with guidance**

May say:

"We need to get information from the Elders."

"I'm presenting at the Science Fair."

4.1.2 e. **Begins to organize ideas into paragraphs, with guidance**

**"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 use specific graphic organizers that support paragraphing (main idea, supporting detail).

See 3.3.1 for a list of graphic organizers.

## 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.**

### K 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)

### 1 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)

**Create Original Texts****2 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)

**3 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.1.3</b> <b>Create original texts (oral, print, and other media)</b></p>	<p><b>Grade 1 Specific Outcome 4.1.3</b> <b>Create original texts (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.1.3 a. Creates original narrative texts (oral, print, and other media), applying familiar narrative forms</p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p><b>*Created text in Kindergarten is often oral or pictorial. Early forms of written expression in Kindergarten include: scribbling, copying environmental print, names, and random letters; labelling.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- pictures</li><li>- illustrations</li><li>- sculptures</li><li>- dances</li><li>- video representations</li><li>- audio representations</li><li>- oral tellings</li><li>- dramatizations</li><li>- improvisations</li><li>- picture storybooks</li><li>- journals</li><li>- stories</li><li>- fairy tales</li><li>- scripts/dramas (plays, puppet plays ...) ...</li></ul> <p>See Elements of Texts (2.3.2)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.1.3 a. Creates original narrative texts (oral, print, and other media), applying familiar narrative forms</p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- pictures</li><li>- illustrations</li><li>- sculptures</li><li>- dances</li><li>- video representations</li><li>- audio representations</li><li>- oral tellings</li><li>- dramatizations</li><li>- improvisations</li><li>- picture storybooks</li><li>- journals</li><li>- stories</li><li>- fairy tales</li><li>- scripts/dramas (plays, puppet plays ...) ...</li></ul> <p>See Elements of Texts (2.3.2)</p>

Create Original Texts

**Grade 2 Specific Outcome 4.1.3**

**Create original texts (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 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
- fairy tales
- scripts/dramas (plays, puppet plays ...)
- tableaux
- fables, legends, tall tales, traditional stories ...

See Elements of Texts (2.3.2)

4.1.3 b. **Incorporates some elements of narrative texts when creating oral, print, and other media texts**

\*Elements of narrative texts typical in grade two include:

- beginning-middle-end
- characters
- setting (time and place)

\*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

**Grade 3 Specific Outcome 4.1.3**

**Create original texts (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 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 ...)
- 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.1.3</b> <b>Create original texts (oral, print, and other media)</b></p>	<p><b>Grade 1 Specific Outcome 4.1.3</b> <b>Create original texts (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.1.3 b. Creates original expository texts (oral, print, and other media), applying familiar expository forms</p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p><b>*Created text in Kindergarten is often oral or pictorial. Early forms of written expression in Kindergarten include: scribbling; copying environmental print, names, and random letters; labelling.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- pictures, illustrations</li><li>- props (airline tickets, menus, appointment cards, prescriptions ...)</li><li>- charts</li><li>- pictographs</li><li>- instructions/directions (games, maps, centres, task cards, assignments, recipes ...)</li><li>- lists</li><li>- rules</li><li>- signs</li><li>- telephone book entries</li><li>- learning logs</li><li>- calendars</li><li>- pictionaries</li><li>- thank you notes, invitations, notes, cards, postcards, letters (to family, to friends ...)</li><li>- book reports (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures ...) ...</li></ul> <p>See Elements of Texts (2.3.2)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.1.3 b. Begins to incorporate some elements of narrative texts when creating oral, print, and other media texts</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are <u>not expected to be</u> accomplishing this learning outcome <u>independently</u>.</b></p> <p>*Elements of narrative texts typical in grade one include:</p> <ul style="list-style-type: none"><li>- story events</li><li>- main character</li><li>- setting (place)</li></ul> <p>*The writer uses elements that <b>are not parallel to</b> those he/she reads.</p> <p>See Elements of Texts (2.3.2)</p>

Create Original Texts

**Grade 2 Specific Outcome 4.1.3**

**Create original texts (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 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:

- pictures, illustrations
- props (airline tickets, menus, appointment cards, prescriptions ...)
- charts
- pictographs
- instructions/directions (games, maps, centres, task cards, assignments, recipes ...)
- lists
- rules
- signs
- telephone book entries
- learning logs
- calendars
- pictionaries, dictionaries
- thank you notes, invitations, notes, cards, postcards
- letters (to family, friends, characters, familiar adults ...)
- descriptions
- graphs, diagrams, posters
- reports, research reports
- science experiments
- nonfiction pattern book
- advertisements
- envelopes
- schedules
- tips (for bicycle, bus, fire, water safety ...)
- book reports (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures ...) ...

**Grade 3 Specific Outcome 4.1.3**

**Create original texts (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

4.1.3 b. **Incorporates some elements of narrative texts when creating oral, print, and other media texts**

\*Elements of narrative texts typical in grade three 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.1.3</b></p> <p><b>Create original texts (oral, print, and other media)</b></p>	<p><b>Grade 1 Specific Outcome 4.1.3</b></p> <p><b>Create original texts (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>4.1.3 c. Creates original poetic texts (oral, print, and other media), applying familiar poetic forms</b></p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p><b>*Created text in Kindergarten is often oral or pictorial. Early forms of written expression in Kindergarten include: scribbling, copying environmental print, names, and random letters; labelling.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- pictures</li><li>- visual representations</li><li>- list poems</li><li>- modeled patterns</li><li>- modeled songs</li><li>- chants</li><li>- rhymes ...</li></ul> <p>See Elements of Texts (2.3.2)</p> <p><b>4.1.3 d. Begins to create texts using a computer</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*narrative, expository, poetic (see previous outcomes)</p> <p>See Enhance Legibility and Develop Word Processing Skills (4.2.3)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>4.1.3 c. Creates original expository texts (oral, print, and other media), applying familiar expository forms</b></p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel to</b> those he/she reads.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- pictures, illustrations</li><li>- props (airline tickets, menus, appointment cards, prescriptions ...)</li><li>- charts</li><li>- pictographs</li><li>- instructions/directions (games, maps, centres, task cards, assignments, recipes ...)</li><li>- lists</li><li>- rules</li><li>- signs</li><li>- telephone book entries</li><li>- learning logs</li><li>- calendars</li><li>- pictionaries, dictionaries</li><li>- thank you notes, invitations, notes, cards, postcards, letters (to family, to friends ...)</li><li>- descriptions</li><li>- graphs, diagrams, posters</li><li>- science experiments</li><li>- nonfiction pattern books</li><li>- book reports (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures ...) ...</li></ul> <p>See Elements of Texts (2.3.2)</p>

### Create Original Texts

#### **Grade 2 Specific Outcome 4.1.3**

**Create original texts (oral, print, and other media)**

#### **Grade 3 Specific Outcome 4.1.3**

**Create original texts (oral, print, and other media)**

#### **Learning Outcomes &**

#### **Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

**4.1.3 d. Incorporates some elements of expository texts when creating oral, print, and other media texts**

\*Elements of expository texts typical in grade two include:

- title
- content (topic and related information)
- logical organization (sequential, categorical)

\*The writer uses elements that **are not parallel to** those he/she reads.

See Elements of Texts (2.3.2)

**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
- list poems
- modeled patterns
- modeled songs
- chants
- rhymes
- sensory poems
- comparisons (similes)
- alphabet poems, acrostic poems
- onomatopoeia
- shape/concrete poems
- couplets ...

#### **Learning Outcomes &**

#### **Corresponding Illustrative Example(s)**

**By the end of Grade 3 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:

- pictures, illustrations
- props (airline tickets, menus, appointment cards, prescriptions ...)
- charts
- pictographs
- instructions/directions (games, maps, centres, task cards, assignments, recipes ...)
- telephone book entries
- learning logs, responses, summaries
- calendars
- pictionaries, dictionaries
- thank you notes, invitations, notes, cards, postcards
- letters (to pen pals, characters, familiar people in school and community ...)
- letters of request or information
- descriptions
- graphs, diagrams, posters
- reports, research reports
- science experiments
- nonfiction pattern book
- advertisements commercials, classified ads
- envelopes
- schedules, itineraries, agendas
- timelines
- cookbooks
- tips (for bicycle, bus, fire, water safety ...)
- brochures, travel guides
- surveys, interviews, questionnaires
- slide shows (Powerpoint representations)
- book reports (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures, dioramas, character mobiles, book jackets, improvisations ...) ...

**General Outcome:**

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

<b>Kindergarten Specific Outcome 4.1.3</b> <b>Create original texts (oral, print, and other media)</b>	<b>Grade 1 Specific Outcome 4.1.3</b> <b>Create original texts (oral, print, and other media)</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.1.3 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.1.3 d. Begins to incorporate some elements of expository texts when creating texts oral, print, and other media texts</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*Elements of expository texts typical in grade one include: - title - content (topic and related information)</p> <p>*The writer uses elements that <b>are not parallel</b> to those he/she reads.</p> <p>See Elements of Texts (2.3.2)</p> <p>4.1.3 e. Creates original poetic texts (oral, print, and other media), applying familiar poetic forms</p> <p>*See Experience Various Texts (2.2.1).</p> <p>*The writer creates forms that <b>are not parallel</b> to those he/she reads.</p> <p>Examples may include: - pictures - visual representations - list poems - modeled patterns - modeled songs - chants - rhymes - sensory poems - comparisons (similes) - alphabet poems, acrostic poems - onomatopoeia ...</p> <p>See Elements of Texts (2.3.2)</p>

Create Original Texts

**Grade 2 Specific Outcome 4.1.3**

**Create original texts (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

**4.1.3 f. Incorporates some elements of poetic texts when creating oral, print, and other media texts**

\*Elements of poetic texts typical in grade two include:

- description (senses)
- repetition
- rhythm
- similes
- onomatopoeia (sounds)
- 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)

**Grade 3 Specific Outcome 4.1.3**

**Create original texts (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

**4.1.3 d. Incorporates some elements of expository texts when creating oral, print, and other media texts**

\*Elements of expository texts typical in grade three include:

- title
- content (topic and related information)
- logical organization (sequential, categorical)
- 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 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
- sensory poems
- comparisons (similes)
- alphabet poems, acrostic poems
- onomatopoeia
- shape/concrete poems
- couplets
- readers' theatre
- diamantes ...

**General Outcome:**

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

<b>Kindergarten Specific Outcome 4.1.3</b> <b>Create original texts (oral, print, and other media)</b>	<b>Grade 1 Specific Outcome 4.1.3</b> <b>Create original texts (oral, print, and other media)</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.1.3 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.1.3 f. Begins to incorporate some elements of poetic texts when creating oral, print, and other media texts</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are <u>not</u> expected to be accomplishing this learning outcome independently.</p> <p>*Elements of poetic texts typical in grade one include: - description (senses)</p> <p>*The writer uses elements that <b>are not parallel</b> to those he/she reads.</p> <p>See Elements of Texts (2.3.2)</p> <p>4.1.3 g. Creates texts using a computer</p> <p>*narrative, expository, poetic (see previous outcomes)</p> <p>See Enhance Legibility and Develop Word Processing Skills (4.2.3)</p>

## Generate and Focus

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### Create Original Texts

#### Grade 2 Specific Outcome 4.1.3

Create original texts (oral, print, and other media)

#### Grade 3 Specific Outcome 4.1.3

Create original texts (oral, print, and other media)

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

4.1.3 . Information is on previous page(s)

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

4.1.3 f. Incorporates some elements of poetic texts when creating oral, print, and other media texts

\*Elements of poetic texts typical in grade three 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)

## 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.**

### K Specific Outcome 4.2.1

**Demonstrate interest in 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)

### 1 Specific Outcome 4.2.1

**Talk about own and others' texts and representations (oral, print, and other media)**

\*Writing process stages include:

- pre-writing, drafting, writing, revising, editing, publishing

\*Oral presentation process stages include:

- planning, rehearsing, revising, presenting

\*Representation (fine arts, etc.) process stages include:

- planning, developing, revising, presenting

#### General Example(s)

##### Techniques and Elements

The measurable learning outcomes that distinguish the grade levels are found in Elements of Texts (2.3.2).

**Content** encompasses: detail, information, topic, audience and purpose.

##### Details and/or information

The measurable learning outcomes that distinguish the grade levels are found in:

- Combine Ideas and Develop Understanding (1.2.1)
- Connect Self, Texts, and Culture (2.2.3)
- Elements of Texts (2.3.2)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Record Information (3.3.2)

##### Topic

The measurable learning outcomes that distinguish the grade levels are found in:

- Text Features (2.1.3)
- Elements of Texts (2.3.2)
- Use Personal Knowledge (3.1.1)
- Identify Sources of Information (3.2.1)
- Record Information (3.3.2)
- Synthesize Information (3.3.4)

##### Audience and purpose

The measurable learning outcomes that distinguish the grade levels are found in:

- Cueing Systems: Pragmatic (2.1.7)
- Forms and Genres (2.3.1)
- Create, Follow, and Reflect on a Plan (3.1.3)
- Use Language to Show Respect (5.1.2)
- Celebrate Special Occasions (5.2.3)

**Appraise Own and Others' Work****2 Specific Outcome 4.2.1**

**Participate in 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)

**3 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.2.1</b></p> <p>Demonstrate interest in own and others' texts and representations (oral, print, and other media)</p>	<p><b>Grade 1 Specific Outcome 4.2.1</b></p> <p>Talk about own and others' texts and representations (oral, print, and other media)</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.2.1 a. Begins to talk about own and others' texts and representations</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*The <u>criteria</u> to guide the <u>focussed conversations</u> is based on Techniques, Elements and/or Content.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circle</li><li>- author's chair</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS)</li><li>- self-reflection activities ...</li></ul> <p><u>Content</u> may say:</p> <p>"How come you put a dog on this page?"</p> <p>"Your princess needs a name."</p> <p><u>Techniques and Elements</u> may say:</p> <p>"I put a moon because it's night."</p> <p>"I made squiggly lines around her to show she's running away."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.2.1 a. Begins to suggest revisions to own and others' draft texts and representations</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*The <u>criteria</u> to guide the <u>focussed conversations</u> is based on Techniques, Elements and/or Content.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circle</li><li>- author's chair</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS)</li><li>- self-reflection activities ...</li></ul> <p><u>Content</u> may say:</p> <p>"I really like your first draft. When you read it and I closed my eyes, I pretended I could see your story just like a movie."</p> <p>"Your picture is all orange and brown, just like in the fall."</p> <p>"I'm going to change my ending."</p> <p><u>Techniques and Elements</u> may say:</p> <p>"Did you decide on a title for your story?"</p> <p>"You could add real feathers to my ptarmigan nest."</p> <p>"You could write with big black letters to show that he is mad."</p>

**Appraise Own and Others' Work**

**Grade 2 Specific Outcome 4.2.1**

**Participate in focussed conversations about own and others' texts and representations (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

4.2.1 a. **Suggests revisions to own and others' draft texts and representations**

\*The criteria to guide the focussed conversations is based on Techniques, 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:

"On your poster, you could add some words to tell where the school dance will be."

"My letter didn't ask any questions. I put some in so that my friend would have something to write back."

Techniques and Elements may say:

"Did you bring costumes for your dance, 'cause you could give the boys a bow and arrow to show that your dance is about a hunt?"

"My science project didn't have any pictures, just steps, so I added some pictures to make it easy to follow. Now, it is just like the other group's."

**Grade 3 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)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

4.2.1 a. **Begins to participate in development of criteria to respond to own and others' draft texts and representations**

**"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.**

\*The criteria to guide the focussed conversations is based on Techniques, Elements and/or Content.

\*The distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and/or Content.

Suggested activities:

- whole group discussions
- mini-lessons
- small group work
- think-pair-share (TPS) ...

Content may say:

"Are we making a checklist to help us talk together about our work?"

"We should be talking to each other about who we are writing for."

"Our letters should have kind of like a conversation going."

"The steps in our experiments should be clear and in order. Someone should be able to redo our experiment even if we are not around."

Techniques and Elements may say:

"When we use pictures, they should match the story."

"The pictures we use should help the reader to understand the steps by seeing them."

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.2.1</b></p> <p>Demonstrate interest in own and others' texts and representations (oral, print, and other media)</p>	<p><b>Grade 1 Specific Outcome 4.2.1</b></p> <p>Talk about own and others' texts and representations (oral, print, and other media)</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.2.1 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.2.1 b. Begins to ask for feedback about own draft texts and representations</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are <u>not expected to be accomplishing this learning outcome independently</u>.</p> <p>*The <u>criteria</u> to guide the <u>focussed conversations</u> is based on Techniques, Elements and/or Content.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circle</li><li>- author's chair</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS)</li><li>- self-reflection activities ...</li></ul> <p><u>Content</u> may say: "Does anyone have time to conference with me?"</p> <p>"Who can help me with my drawing?"</p> <p>"Did you like my song?"</p> <p>"What part of my dance did you like best? Why?"</p> <p>"I used only words that rhyme with see. Do you think it sounds good?"</p> <p><u>Techniques and Elements</u> may say: "Does anyone have time to conference with me?"</p> <p>"How would you end my story?"</p> <p>"Who knows how to edit for periods?"</p>

**Appraise Own and Others' Work**

**Grade 2 Specific Outcome 4.2.1**

**Participate in focussed conversations about own and others' texts and representations (oral, print, and other media)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

**4.2.1 b. Asks for feedback about own draft texts and representations**

\*The criteria to guide the focussed conversations is based on Techniques, 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:

"Why do you think I should end my story like that?"

"I don't know what to say to my pen pal; what did you say?"

"What does a fire sound like and how do you write that?"

Techniques and Elements may say:

"Who can help me figure out another ending? Mine is just like in the book."

"Who can help me figure out how to end the lines on my poem? Mine don't rhyme. Do they have to?"

**Grade 3 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)**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

**4.2.1 b. Begins to use criteria when suggesting revisions to own and others' draft texts and representations**

"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.

\*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:

"We talked about trying to stick to one big idea in our stories this week. I think I have too much stuff in my story. I'm going to try to make it simpler."

Techniques and Elements may say:

"We talked about using juicy words to describe things. I think you need juicier words to give me a better picture when I 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.

<b>Kindergarten Specific Outcome 4.2.1</b>  Demonstrate interest in own and others' texts and representations (oral, print, and other media)	<b>Grade 1 Specific Outcome 4.2.1</b>  Talk about own and others' texts and representations (oral, print, and other media)
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  4.2.1 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  4.2.1 . Information is on previous page(s)

**Appraise Own and Others' Work**

**Grade 2 Specific Outcome 4.2.1**

**Participate in focussed conversations about own and others' texts and representations (oral, print, and other media)**

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

**By the end of Grade 2 the student ...**

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

**Grade 3 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)**

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

**By the end of Grade 3 the student ...**

**4.2.1 c. Begins to use criteria when asking for feedback about own draft texts and representations**

**"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.**

\*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 ...

**May say:**

"According to this checklist/rubric, I need to work on adding more details and on subtitles. Who can help me?"

"I still didn't do so well on this part of the rubric. How could I have divided my topic up differently?"

**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.**

**K Specific Outcome 4.2.2**

Explain ideas verbally

\*Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts.

**General Example(s)**

Suggested activities:

- conversations
- partner talk
- knee-to-knee and eye-to-eye ...

**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)

**1 Specific Outcome 4.2.2**

Clarify and extend ideas by adding some details

\*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

**General Example(s)**

Revision strategies may include:

- conversations
- partner talk
- rereading
- reading aloud ...

**Specific Outcome Links**

Word Choice and Artistry of Texts (2.3.3)

Create Original Texts (4.1.3)

Appraise Own and Others' Work (4.2.1)

Enhance Artistry (4.2.4)

**Revise Content****2 Specific Outcome 4.2.2**

**Clarify and extend ideas by adding some details and/or information**

\*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

**General Example(s)**

Revision strategies may include:

- conversations
- partner talk
- rereading
- reading aloud
- conference with teacher ...

**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)

**3 Specific Outcome 4.2.2**

**Clarify and extend ideas, and revise organization**

\*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:

- conversations
- partner talk
- rereading
- reading aloud
- conference with teacher ...

**Specific Outcome Links**

Word Choice and Artistry of Texts (2.3.3)

Create Original Texts (4.1.3)

Appraise Own and Others' Work (4.2.1)

Enhance Artistry (4.2.4)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.2.2</b></p> <p>Explain ideas verbally</p>	<p><b>Grade 1 Specific Outcome 4.2.2</b></p> <p>Clarify and extend ideas by adding some details</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.2.2 a. Begins to clarify and extend ideas by adding details</p> <p>"Begins" indicates that the acquisition of the skill is <b>not yet consistent</b> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>May say: "This is me and my mom. We're at church. I should draw the benches, too."</p> <p>See: Word Choice and Artistry of Texts (2.3.3) Enhance Artistry (4.2.4)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.2.2 a. Clarifies and extends ideas by adding details</p> <p>*This learning outcome is evident through the revision processes identified in 4.2.2 b and c.</p> <p>May say: "We went to the beach yesterday. I played in the sand and my brother fell in the water. My mom yelled at him! It was funny, cause he was all wet. And then he had to sit on the floor in the truck, just like the dog!"</p> <p>See: Word Choice and Artistry of Texts (2.3.3) Enhance Artistry (4.2.4)</p> <p>4.2.2 b. <b>Revises content using a <u>personal revision process</u></b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- adding some detail</li><li>- adding some words and labels to pictures</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- class discussions</li><li>- mini-lessons</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circles</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS) ...</li></ul> <p>May say: "I drew us playing at the beach and my brother getting wet. Then I drew us in the truck. I'm going to fix his face so he looks sad."</p>

**Revise Content**

<p><b>Grade 2 Specific Outcome 4.2.2</b></p> <p><b>Clarify and extend ideas by adding some details and/or information</b></p>	<p><b>Grade 3 Specific Outcome 4.2.2</b></p> <p><b>Clarify and extend ideas, and revise organization</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>4.2.2 a. Clarifies and extends ideas by adding some details and/or information</b></p> <p>*This learning outcome is evident through the revision processes identified in 4.2.2 b and c.</p> <p>May say: "I wrote about how my sister laughed at me when I fell in the water yesterday and my mom made me ride home on the floor of the truck... I was mad at her because she was laughing at me... My mom told her to stop but she didn't."</p> <p>See: Word Choice and Artistry of Texts (2.3.3) Enhance Artistry (4.2.4)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>4.2.2 a. Clarifies and extends ideas by adding or deleting some details and/or information</b></p> <p>*This learning outcome is evident through the revision processes identified in 4.2.2 c and d.</p> <p>See: Word Choice and Artistry of Texts (2.3.3) Enhance Artistry (4.2.4)</p> <p><b>4.2.2 b. Revises sequence or organization of ideas and information</b></p> <p>Suggested activities: - class discussion - play centres - work tasks - peer and teacher conferences - writing process ...</p> <p>May say: "I forgot to tell the part about where my grandfather skinned the beaver. All of a sudden my sister got new mitts. It's a bit mixed up."</p> <p>"I went back and redid the lines. Now does it look more like a poem instead of a story?"</p> <p>See: Text Features (2.1.3) Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)</p>

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.2.2</b></p> <p>Explain ideas verbally</p>	<p><b>Grade 1 Specific Outcome 4.2.2</b></p> <p>Clarify and extend ideas by adding some details</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.2.2 b. Begins to revise content using a <u>personal revision process</u></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- adding details to the pictures</li><li>- adding some words (approximated spellings) and labels to pictures</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- class discussions</li><li>- mini-lessons</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS) ...</li></ul> <p>May say:</p> <p>"My tooth came out. Here's my picture. I could draw an arrow to where the hole is now!"</p> <p>"I added some red in my painting where the hunter shot his caribou."</p> <p>"This is my family. I'm going to write their names now."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.2.2 c. Revises content using feedback from conferencing with others, with guidance</p> <p>*by:</p> <ul style="list-style-type: none"><li>- adding some words and labels to pictures</li><li>- adding some detail</li></ul> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- adding some detail</li><li>- adding some words and labels to pictures</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- class discussions</li><li>- mini-lessons</li><li>- peer and teacher conferences</li><li>- writing process</li><li>- sharing circles</li><li>- small group conferencing</li><li>- Think-Pair-Share (TPS) ...</li></ul> <p>May say:</p> <p>"I don't think that I want to change my princess' name; the name I gave her is my best friend's name and she is special to me."</p> <p>"Maggie said if I drew these squiggly lines around my brother it would make it look like water was dripping out of him."</p> <p>See:</p> <ul style="list-style-type: none"><li>Appraise Own and Others' Work (4.2.1)</li><li>Work in Groups (5.1.1)</li><li>Use Language to Show Respect (5.1.2)</li></ul>

**Revise Content**

<p><b>Grade 2 Specific Outcome 4.2.2</b></p> <p><b>Clarify and extend ideas by adding some details and/or information</b></p>	<p><b>Grade 3 Specific Outcome 4.2.2</b></p> <p><b>Clarify and extend ideas, and revise organization</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>4.2.2 b. Revises content using a <u>personal revision process</u></b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- adding some details</li> <li>- adding some information</li> <li>- adjusting sequence or organization</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- class discussions</li> <li>- mini-lessons</li> <li>- peer and teacher conferences</li> <li>- writing process</li> <li>- sharing circles</li> <li>- small group conferencing</li> <li>- Think-Pair-Share (TPS) ...</li> </ul> <p>May say:</p> <p>"In my report on baby polar bears I added some pictures that I found in those books we got in the library. Now my report shows them swimming with their mothers and sleeping with them too."</p> <p>"Maybe I have to write, 'The mother had a baby boy yesterday' instead of 'She had a baby'."</p> <p>"I meant to say..."</p> <p>"Oh yeah, that doesn't make any sense, I meant..."</p> <p>"Oops, I forgot the word 'ball' in my sentence."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>4.2.2 c. Revises content using a <u>personal revision process</u></b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- adding some details</li> <li>- adding some information</li> <li>- adjusting sequence or organization</li> <li>- "showing" rather than "telling"</li> <li>- deleting some details</li> <li>- deleting some information</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- class discussions</li> <li>- mini-lessons</li> <li>- peer and teacher conferences</li> <li>- writing process</li> <li>- sharing circles</li> <li>- small group conferencing</li> <li>- Think-Pair-Share (TPS) ...</li> </ul> <p>May say:</p> <p>"I want to make sure I get all the steps in this, so I'm rereading it to be sure."</p> <p>"I think the beginning of my story is too long. I'm going to ask my friend to read it and see what she thinks."</p>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 4.2.2</b>  Explain ideas verbally	<b>Grade 1 Specific Outcome 4.2.2</b>  Clarify and extend ideas by adding some details
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  4.2.2 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  4.2.2 . Information is on previous page(s)

**Revise Content**

<p><b>Grade 2 Specific Outcome 4.2.2</b></p> <p><b>Clarify and extend ideas by adding some details and/or information</b></p>	<p><b>Grade 3 Specific Outcome 4.2.2</b></p> <p><b>Clarify and extend ideas, and revise organization</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>4.2.2 c. <b>Revises content using feedback from conferencing with others, with guidance</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- adding some details</li> <li>- adding some information</li> <li>- adjusting sequence or organization</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- class discussions</li> <li>- mini-lessons</li> <li>- peer and teacher conferences</li> <li>- writing process</li> <li>- sharing circles</li> <li>- small group conferencing</li> <li>- Think-Pair-Share (TPS) ...</li> </ul> <p>May say:</p> <p>"Remember how you got mixed up in my story? Well, I added that it was a basketball by making lines on my picture and by putting that word in my poem. Now you can understand why it was bouncing all over the place."</p> <p>"I used your idea to change my work. Thank you."</p> <p>See:</p> <p>Appraise Own and Others' Work (4.2.1)  Work in Groups (5.1.1)  Use Language to Show Respect (5.1.2)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>4.2.2 d. <b>Revises content using feedback from conferencing with others, with guidance</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- adding some details</li> <li>- adding some information</li> <li>- adjusting sequence or organization</li> <li>- "showing" rather than "telling"</li> <li>- deleting some details</li> <li>- deleting some information</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- conversations</li> <li>- class discussions</li> <li>- mini-lessons</li> <li>- peer and teacher conferences</li> <li>- writing process</li> <li>- sharing circles</li> <li>- small group conferencing</li> <li>- Think-Pair-Share (TPS) ...</li> </ul> <p>May say:</p> <p>"Why do you want me to do that?"</p> <p>"I guess I could take away all the little things we did at the arcade. But then it seems like I have no story left. Which parts do I keep to make it a story?"</p> <p>See:</p> <p>Appraise Own and Others' Work (4.2.1)  Work in Groups (5.1.1)  Use Language to Show Respect (5.1.2)</p>

## **General Outcome:**

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

### **K Specific Outcome 4.2.3**

**Form recognizable letters, and begin to use a computer**

\*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)

### **1 Specific Outcome 4.2.3**

**Print letters legibly, and explore keyboarding and word processing**

\*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)

## **Enhance Legibility and Develop Word Processing Skills**

### **2 Specific Outcome 4.2.3**

**Print letters consistent in size and shape, and begin to develop some proficiency with keyboarding and word processing**

\*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)

### **3 Specific Outcome 4.2.3**

**Print and begin to write 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)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.2.3</b></p> <p><b>Form recognizable letters, and begin to use a computer</b></p>	<p><b>Grade 1 Specific Outcome 4.2.3</b></p> <p><b>Print letters legibly, and explore keyboarding and word processing</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>4.2.3 a. Forms some recognizable letters and numbers in multiple media</b></p> <p>Through large and fine motor activities, plays with letters and numbers in:</p> <ul style="list-style-type: none"><li>- centres</li><li>- sand</li><li>- plasticine</li><li>- dough</li><li>- mud</li><li>- magnetic letters and numbers</li><li>- dominoes</li><li>- calculators</li><li>- paint</li><li>- paper</li><li>- pencil</li><li>- cut and paste ...</li></ul> <p><b>4.2.3 b. Begins to use the keyboard when composing and revising</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*applicable where technology is available</p> <p>*Information and Communication Technology Outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is <u>not</u> increased.</p> <p>Typical in Kindergarten:</p> <ul style="list-style-type: none"><li>- uses some letter and number keys</li><li>- plays with paint tools</li><li>- plays with drawing tools</li><li>- uses directional arrow keys</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>4.2.3 a. Prints upper and lower case letters and numbers legibly</b></p> <p>*It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.</p> <p>*For assessment purposes it is the quality of the writing (content, ideas, voice, organization, word choice) rather than the legibility that is important. Legibility is not one of the traits of good writing.</p> <p><b>4.2.3 b. Uses the keyboard when composing and revising</b></p> <p>*applicable where technology is available</p> <p>*Information and Communication Technology Outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is <u>not</u> increased.</p> <p>Typical in grade one:</p> <ul style="list-style-type: none"><li>- uses some letter and number keys</li><li>- plays with paint tools</li><li>- plays with drawing tools</li><li>- uses directional arrow keys</li><li><b>- uses the space bar</b></li><li><b>- prints texts</b></li></ul> <p><b>4.2.3 c. Begins to use word boundaries (spacing)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p>

**Enhance Legibility and Develop Word Processing Skills**

**Grade 2 Specific Outcome 4.2.3**

**Print letters consistent in size and shape, and begin to develop some proficiency with keyboarding and word processing**

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

**By the end of Grade 2 the student ...**

**4.2.3 a. Demonstrates consistency in size and shape of letter (upper and lower case) and number formations**

\*using lines on the page as a guide

\*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)**

**4.2.3 c. Uses the keyboard when composing and revising**

\*applicable where technology is available

\*Information and Communication Technology Outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is not increased.

Typical in grade two:

- 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**

**Grade 3 Specific Outcome 4.2.3**

**Print and begin to write while continuing to develop proficiency with keyboarding and word processing; use related vocabulary**

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

**By the end of Grade 3 the student ...**

**4.2.3 a. Demonstrates consistency in size and shape of letter (upper and lower case) and number formations**

\*using lines on the page as a guide

\*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 c. Uses the keyboard for composing and revising**

\*applicable where technology is available

\*Information and Communication Technology Outcomes are intended to be infused in all curricula, however, the number of minutes of ELA is not increased.

Typical in grade three:

- 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**

**General Outcome:**

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

<b>Kindergarten Specific Outcome 4.2.3</b> <b>Form recognizable letters, and begin to use a computer</b>	<b>Grade 1 Specific Outcome 4.2.3</b> <b>Print letters legibly, and explore keyboarding and word processing</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  4.2.3 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  4.2.3 c. Begins to demonstrate consistency in size and shape of letter and number formations  "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.  *using lines on the page as a guide

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**Enhance Legibility and Develop Word Processing Skills**

**Grade 2 Specific Outcome 4.2.3**

**Print letters consistent in size and shape, and begin to develop some proficiency with keyboarding and word processing**

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

**By the end of Grade 2 the student ...**

**4.2.3 d. Begins to use vocabulary associated with keyboarding and word processing**

**"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.**

\*applicable where technology is available

**Grade 3 Specific Outcome 4.2.3**

**Print and begin to write while continuing to develop proficiency with keyboarding and word processing; use related vocabulary**

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

**By the end of Grade 3 the student ...**

**4.2.3 d. Uses vocabulary associated with keyboarding and word processing**

\*applicable where technology is available

**4.2.3 e. Begins to write cursive letters**

**"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.**

\*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.

## 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.**

### K 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

### 1 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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attention to the relationship between the audience & purpose

#### Specific Outcome Links

Experience Various Texts (2.2.1)

Word Choice and Artistry of Texts (2.3.3)

Revise Content (4.2.2)

Experience Various Texts (2.2.1)

Word Choice and Artistry of Texts (2.3.3)

Revise Content (4.2.2)

**Enhance Artistry****2 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).

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style: grammar and syntax

word choice: descriptions, details, unique expressions, dialogue, strong leads ...

tone: humorous, serious, angry, cheery, sarcastic, objective, credible ...

topic

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organization

point of view

attention to the relationship between the audience & purpose

**3 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

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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)

**Specific Outcome Links**

Experience Various Texts (2.2.1)

Word Choice and Artistry of Texts (2.3.3)

Revise Content (4.2.2)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.2.4</b></p> <p><b>Experiment with language to create desired effect in oral, print, and other media texts</b></p>	<p><b>Grade 1 Specific Outcome 4.2.4</b></p> <p><b>Experiment with language to create desired effect in oral, print, and other media texts</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>4.2.4 a. Responds with one-word descriptors when asked about personal representations</b></p> <p>May say: "It was red."</p> <p>"I should add 'squeak' beside my mouse."</p> <p>"He really shouted."</p> <p>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)</p> <p><b>4.2.4 b. Uses a variety of simple sentence patterns when talking</b></p> <p>Examples may include: - rhymes - sentence frames - poetry frames - songs ...</p> <p>May say: "My mom came home. She made bannock. We ate it all. It was good."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>4.2.4 a. Uses descriptive language in personal representations to create an image</b></p> <p>*Purposes of descriptive 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 ...</p> <p>*Keep in mind audience and purpose when discussing appropriateness of language.</p> <p>*The distinction between grade levels is the sophistication of vocabulary.</p> <p>May say: "The car was a souped-up race car like you see in on TV."</p> <p><b>4.2.4 b. Attempts to use new vocabulary in personal representations related to personal interests or topics of study</b></p> <p>*The distinction between grade levels is the sophistication of vocabulary.</p> <p>May say: "Those dinosaurs didn't kill other dinosaurs except when they had to fight other dinosaurs to stay alive. They were herbivores."</p>

**Enhance Artistry**

**Grade 2 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 2 the student ...**

**4.2.4 a. Experiments with descriptive and figurative language in personal representations to create desired image**

\*Purposes of descriptive and figurative language include:

- to tell
- to create an image
- to communicate an idea
- to explain
- to direct or guide
- to emphasize
- to clarify
- to set the mood
- to persuade
- to enhance meaning
- to engage ...

\*Keep in mind audience and purpose when discussing appropriateness of language.

\*The distinction between grade levels is the sophistication of vocabulary.

May say:

"We changed our boat to a canoe because that's what his grandpa used when he went hunting."

"My race car goes as fast as a lightning bolt."

See:

Experience Various Texts (2.2.1)

Elements of Texts (2.3.2)

Word Choice and Artistry of Texts (2.3.3)

Revise Content (4.2.2)

**Grade 3 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 3 the student ...**

**4.2.4 a. Experiments with descriptive and figurative language in personal representations, to create desired image and/or effect**

\*Purposes of descriptive and figurative language include:

- to tell
- to create an image
- to communicate an idea
- to explain
- to direct or guide
- to emphasize
- to clarify
- to set the mood
- to persuade
- to enhance meaning
- to engage ...

\*Keep in mind audience and purpose when discussing appropriateness of language.

\*The distinction between grade levels is the sophistication of vocabulary.

May say:

"I don't know if I should describe my experiment as successful or as if I should just say that it worked like I thought it would."

"I had two short sentences and my partner showed me how to put them together; now my one sentence is, 'The needles on a pine tree are the leaves and they do not fall.'"

See:

Experience Various Texts (2.2.1)

Elements of Texts (2.3.2)

Word Choice and Artistry of Texts (2.3.3)

Revise Content (4.2.2)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.2.4</b></p> <p>Experiment with language to create desired effect in oral, print, and other media texts</p>	<p><b>Grade 1 Specific Outcome 4.2.4</b></p> <p>Experiment with language to create desired effect in oral, print, and other media texts</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.2.4 c. Begins to play with repetition, rhyme, and rhythm of language</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*Development of phonological awareness (the awareness of individual sounds in words, and words in sentences) is a critical component of literacy development. Phonological awareness is necessary to make sense of phonics instruction and to effectively use phonological strategies when reading and writing.</p> <p>*Students need to develop awareness of:</p> <ul style="list-style-type: none"><li>- individual words in sentences</li><li>- individual sounds in words</li><li>- rhyming words</li><li>- syllables (parts of words)</li><li>- words that start or end with the same sound</li><li>- segmenting and blending simple words</li><li>- changing one sound for another to create a new word</li></ul> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- clapping</li><li>- chanting</li><li>- marching</li><li>- dancing</li><li>- music</li><li>- song</li><li>- tongue twisters</li><li>- rhymes</li><li>- alliteration</li><li>- action songs</li><li>- read alongs</li><li>- word plays</li><li>- skipping rhymes</li><li>- finger plays ...</li></ul> <p>See Cueing Systems: Graphophonic (2.1.4)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.2.4 c. Experiments with repetition, rhyme, and rhythm of language in personal representations</p> <p>*Development of phonological awareness (the awareness of individual sounds in words, and words in sentences) is a critical component of literacy development. Phonological awareness is necessary to make sense of phonics instruction and to effectively use phonological strategies when reading and writing.</p> <p>*Students need to develop awareness of:</p> <ul style="list-style-type: none"><li>- individual words in sentences</li><li>- individual sounds in words</li><li>- rhyming words</li><li>- syllables (parts of words)</li><li>- words that start or end with the same sound</li><li>- segmenting and blending simple words</li><li>- changing one sound for another to create a new word</li></ul> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- clapping</li><li>- chanting</li><li>- marching</li><li>- dancing</li><li>- music</li><li>- song</li><li>- tongue twisters</li><li>- rhymes, word families</li><li>- alliterative poems</li><li>- action songs</li><li>- read alongs</li><li>- word plays</li><li>- skipping rhymes</li><li>- finger plays</li><li>- onomatopoeia ...</li></ul> <p>See Cueing Systems: Graphophonic (2.1.4)</p>

**Enhance Artistry**

**Grade 2 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 2 the student ...**

**4.2.4 b. Uses new vocabulary in personal representations related to personal interests or topics of study**

\*The distinction between grade levels is the sophistication of vocabulary.

May say:

"The land by the river is eroded. At school we made a river in the sand box and poured water in it to see erosion. It's just like that."

**Grade 3 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 3 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:

"I wanted to use the word 'hamlet', but somebody in my group says that there is a difference between a hamlet and a town. What is the difference? And then we see 'village' and 'city' in the reading we do about communities in Canada. This is confusing."

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.2.4</b></p> <p>Experiment with language to create desired effect in oral, print, and other media texts</p>	<p><b>Grade 1 Specific Outcome 4.2.4</b></p> <p>Experiment with language to create desired effect in oral, print, and other media texts</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.2.4 d. <b>Begins to use a voice 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)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*In developing an awareness of voice the writer must ask:</p> <ol style="list-style-type: none"><li>1. How do I speak directly to my audience on an emotional level?</li><li>2. How do I experiment with style to match the purpose and intended audience?</li><li>3. How do I take risks to reveal myself to my audience?</li></ol> <p>*In Kindergarten developing an awareness of voice in text typically involves:</p> <ul style="list-style-type: none"><li>- writing that is individual and similar to peers' writing</li><li>- communicating feeling with bold lines and colours</li><li>- expressing voice in dictation</li><li>- taking on characters in improvisations/puppet plays</li></ul> <p>May say: "I am going to be the big bad wolf in our play. I can growl and show my teeth."</p> <p>"I am mad. See my angry eyes here?"</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.2.4 e. <b>Experiments with using a voice 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)</b></p> <p>*In developing an awareness of voice the writer must ask:</p> <ol style="list-style-type: none"><li>1. How do I speak directly to my audience on an emotional level?</li><li>2. How do I experiment with style to match the purpose and intended audience?</li><li>3. How do I take risks to reveal myself to my audience?</li></ol> <p>*In grade one developing an awareness of voice in text typically involves:</p> <ul style="list-style-type: none"><li>- writing that is individual and expressive</li><li>- using simple adjectives</li><li>- using simple adverbs</li><li>- using a variety of simple sentence patterns</li><li>- using new vocabulary</li><li>- using different sizes of print or underlining to show strong feelings or emphasis</li><li>- choosing and using expressive words or phrases from previously experienced texts</li></ul> <p>*To maintain from previous grade:</p> <ul style="list-style-type: none"><li>- communicating feeling with bold lines and colours</li><li>- expressing voice in dictation</li><li>- taking on characters in improvisations/puppet plays</li></ul> <p>May say: "I want to show how excited I was when my grandpa got off the plane so I used big letters and wrote it with green marker."</p> <p>"See how the little bear is afraid? I made the writing really small."</p>

**Enhance Artistry**

**Grade 2 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 2 the student ...**

4.2.4 c. **Experiments with using a voice that is individual, expressive, and engaging, with an awareness of, and respect for the audience and intended purpose (in oral, print, and other media texts)**

\*In developing an awareness of voice the writer must ask:

1. How do I speak directly to my audience on an emotional level?
2. How do I experiment with style to match the purpose and intended audience?
3. How do I take risks to reveal myself to my audience?

\*In grade two developing an awareness of voice in text typically involves:

- writing that is individual and expressive
- adding titles to text
- creating tone that reflects feelings/emotions
- using some strong verbs
- selecting more specific nouns

\*To maintain from previous grades:

- communicating feeling with bold lines and colours
- expressing voice in dictation
- taking on characters in improvisations/puppet plays
- using simple adjectives
- using simple adverbs
- using a variety of simple sentence patterns
- using new vocabulary
- using big letters or underlining to show strong feelings or emphasis
- choosing and using expressive words or phrases from previously experienced texts

**Grade 3 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 3 the student ...**

4.2.4 c. **Experiments with using a voice that is individual, expressive, and engaging, with an awareness of, and respect for the audience and intended purpose (in oral, print, and other media texts)**

\*In developing an awareness of voice the writer must ask:

1. How do I speak directly to my audience on an emotional level?
2. How do I experiment with style to match the purpose and intended audience?
3. How do I take risks to reveal myself to my audience?

\*In grade three developing an awareness of voice in text typically involves:

- writing that is individual, expressive, and somewhat engaging
- using punctuation to show emphasis (exclamation points and question marks)
- 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

\*To maintain from previous grades:

- communicating feeling with bold lines and colours
- expressing voice in dictation
- taking on characters in improvisations/puppet plays
- using simple adjectives
- using simple adverbs
- using a variety of simple sentence patterns
- using new vocabulary
- using big letters or underlining to show strong feelings or emphasis
- choosing and using expressive words or phrases from previously experienced texts
- adding titles to text
- creating tone that reflects feelings/emotions
- using some strong verbs
- selecting more specific nouns

## 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.**

### K Specific Outcome 4.3.1

#### Demonstrate a sense of sentence, or completeness of an idea

\*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

#### 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)

### 1 Specific Outcome 4.3.1

#### Use complete sentences

\*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:

- read it aloud

#### Specific Outcome Links

- Appraise Own and Others' Work (4.2.1)
- Revise Content (4.2.2)
- Enhance Artistry (4.2.4)
- Spelling (4.3.2)
- Capitalization and Punctuation (4.3.3)

### Grammar and Usage

#### 2 Specific Outcome 4.3.1

##### Use an editing process to enhance communication

\*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
- read it aloud
- rereading
- reread and self-correct
- read-with-teacher ...

##### 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)

#### 3 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-with-teacher ...

##### Specific Outcome Links

- Appraise Own and Others' Work (4.2.1)
- Revise Content (4.2.2)
- Enhance Artistry (4.2.4)
- Spelling (4.3.2)
- Capitalization and Punctuation (4.3.3)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.3.1</b></p> <p><b>Demonstrate a sense of sentence, or completeness of an idea</b></p>	<p><b>Grade 1 Specific Outcome 4.3.1</b></p> <p><b>Use complete sentences</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>4.3.1 a. Demonstrates a sense of sentence or completeness of an idea</b></p> <p>May scribble or invent spelling.</p> <p>May say: "Look, this time I put hair on everybody's head and I even put earrings on the girls' ears."</p> <p>"I put 'Vietnamese Fighting Fish' not just 'fish' under my painting."</p> <p>"In my journal, I wrote, 'We are had lots of visitors for Christmas.'"</p> <p>"In the sandbox, we made our whole community. We even put the stop signs in and the garbage cans."</p> <p><b>4.3.1 b. Begins to use complete sentences when it is appropriate</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*Daily use of language may not require complete sentences.</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>May say: "I mean, 'My Mom made mittens.'"</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>4.3.1 a. Uses complete simple sentences when it is appropriate</b></p> <p>*Daily use of language may not require complete sentences.</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>Examples may include, in: - conversations - writing ...</p> <p><b>4.3.1 b. Writes declarative sentences</b></p> <p>*Daily use of language may not require complete sentences.</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p><b>4.3.1 c. Begins to use an <u>editing process</u>, with guidance</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*Editing appropriate in grade one: - to check for completeness of an idea within a sentence</p> <p>Suggested activities: - mini-lessons - editing checklists - self-editing - teacher and/or peer conferences - rereading of personal writing (typically out loud) ...</p>

Grammar and Usage

**Grade 2 Specific Outcome 4.3.1**

**Use an editing process to enhance communication**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

**4.3.1 a. Uses an editing process, with guidance**

\*Editing appropriate in grade two:

- to check for completeness of an idea within a sentence
- to combine short sentences (conjunctions include: and, but, because ...)**
- to check for beginning, middle, and end of personal text**

\*Daily use of language may not require complete sentences.

Suggested activities:

- mini-lessons
- editing checklists
- self-editing
- teacher and/or peer conferences
- rereading of personal writing (typically out loud) ...

May ask:

"Does this sentence make sense?"

"I changed my sentence from 'I go bathroom' to 'I need to go to the bathroom.'"

"I used to have a whole bunch of short pieces, but I made them into a list and it says, 'I have a sister, brother, grandfather and an uncle.'"

"I connected two sentences together: 'I went skating because I got new skates.'"

"I have to fix my letter because it doesn't really have an ending. Maybe I could write that I want my friend to write back soon. Is that a good idea?"

**Grade 3 Specific Outcome 4.3.1**

**Use an editing process to enhance communication**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

**4.3.1 a. Uses an editing process, with guidance**

\*Editing appropriate in grade three:

- to check for completeness of an idea within a sentence
- to combine short sentences (conjunctions include: and, but, because ...)
- to check for beginning, middle, and end of personal text
- to check for appropriate use of types of sentences (declarative, interrogative, exclamatory)**

\*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) ...

May say:

"Sometimes we just said that something happened, but we didn't say to who or where. Our story is missing pieces."

"I wrote, 'It was a cold and stormy day.'"

"This newspaper article didn't finish telling us what happened at the bank. I guess your group has to do something about that."

**General Outcome:**

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

<b>Kindergarten Specific Outcome 4.3.1</b> <b>Demonstrate a sense of sentence, or completeness of an idea</b>	<b>Grade 1 Specific Outcome 4.3.1</b> <b>Use complete sentences</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  4.3.1 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  4.3.1 . Information is on previous page(s)

**Grammar and Usage**

**Grade 2 Specific Outcome 4.3.1**

**Use an editing process to enhance communication**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

4.3.1 b. **Begins to discuss the function of each part of speech in a sentence**

**"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.**

\*Appropriate parts of speech for grade two include:

- noun
- verb
- adjective
- adverb
- conjunction

\*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:

"We made a list of action words."

"These are all words that could be used to describe the cat in our newspaper article."

"These are all names of places so they need capital letters."

**Grade 3 Specific Outcome 4.3.1**

**Use an editing process to enhance communication**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

4.3.1 b. **Discusses the function of each part of speech in a sentence**

\*Appropriate parts of speech for grade three include:

- noun
- verb
- adjective
- adverb
- conjunction
- **pronoun**

\*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:

"So, 'I' and 'he' and 'she' replace a person's name?"

## **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.**

### **K Specific Outcome 4.3.2**

#### **Connect sounds with some letters when writing**

\*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.

\*Emergent Spelling Stage: students begin to write strings of letters or letter-like figures, but there is no connection between the letters written and sounds. In this stage, students are not yet reading.

\*Semiphonetic Stage: words begin to be represented by a letter or two. This stage indicates that students are beginning to understand letter-sound relationships and know the consonant letters which represent some sounds.

\*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.

#### **Specific Outcome Links**

Cueing Systems: Graphophonic (2.1.4)  
Cueing Systems: Semantic (2.1.5)  
Grammar and Usage (4.3.1)

### **1 Specific Outcome 4.3.2**

#### **Use approximated and 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 familiar words) for final drafts and published work.

\*Semiphonetic Stage: words begin to be represented by a letter or two. This stage indicates that students are beginning to understand letter-sound relationships and know the consonant letters which represent some sounds.

\*Phonetic Stage: vowels appear - not necessarily always the right vowels but vowels are used and most sounds are represented by at least one letter. Most of what is written in this stage is readable.

\*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.

#### **Specific Outcome Links**

Cueing Systems: Graphophonic (2.1.4)  
Cueing Systems: Semantic (2.1.5)  
Grammar and Usage (4.3.1)

**Spelling****2 Specific Outcome 4.3.2**

**Continue to use approximated and 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 familiar words) for final drafts and published work.

\*Phonetic Stage: vowels appear - not necessarily always the right vowels but vowels are used and most sounds are represented by at least one letter. Most of what is written in this stage is readable.

\*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.

**Specific Outcome Links**

Cueing Systems: Graphophonic (2.1.4)  
Cueing Systems: Semantic (2.1.5)  
Grammar and Usage (4.3.1)

**3 Specific Outcome 4.3.2**

**Decrease approximated spelling and 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 recommended 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.

\*Phonetic Stage: vowels appear - not necessarily always the right vowels but vowels are used and most sounds are represented by at least one letter. Most of what is written in this stage is readable.

\*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, civilization, cancelled
- analyse, criticize
- burned, learned
- catalogue, cheque
- centre, centred, colour, labour,
- licence (n), license (v)
- litre, metre, theatre, fibre
- moustache, grey, aging
- practice (n), practise (v)

**Specific Outcome Links**

Cueing Systems (2.1.4)  
Grammar and Usage (4.3.1)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.3.2</b></p> <p><b>Connect sounds with some letters when writing</b></p>	<p><b>Grade 1 Specific Outcome 4.3.2</b></p> <p><b>Use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>4.3.2 a. Writes own name</b></p> <p><b>4.3.2 b. Connects some sounds to letters when writing</b></p> <p>Examples may include: - some initial consonant sounds</p> <p><b>4.3.2 c. Copies environmental print and words of personal significance</b></p> <p>Examples may include: - labels - colours - theme words - word walls - days of the week - months of the year - book titles - favourite foods - favourite TV shows/movies - own name - names of pets/father/mother/friends/siblings - song lyrics/words - highlighted words in interactive software ...</p> <p><b>4.3.2 d. Begins to use approximated spelling when writing</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Examples may include: - experimenting with temporary spelling - copying letters: single letters, strings of letters ...</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>4.3.2 a. Uses a mixture of approximated and conventional spelling when writing</b></p> <p>*represents most sounds with letters and often develops own spelling patterns for particular sounds</p> <p><b>4.3.2 b. Spells some basic sight words and words of personal significance independently</b></p> <p>*uses visual memory to attempt spelling of words</p> <p>Examples may include: - labels - colours - theme words - word walls - days of the week - months of the year - book titles - favourite foods - favourite TV shows/movies - own name - names of pets/father/mother/friends/siblings - song lyrics/words - highlighted words in interactive software - high frequency words such as: the, and, like, can, see ...</p> <p><b>4.3.2 c. Uses spelling references</b></p> <p>References may include: - alphabet and number line - labels - familiar environmental print - word walls - dictionaries - dictionaries ...</p>

**Spelling**

<p><b>Grade 2 Specific Outcome 4.3.2</b></p> <p>Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources</p>	<p><b>Grade 3 Specific Outcome 4.3.2</b></p> <p>Decrease approximated spelling and increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>4.3.2 a. Continues to use a mixture of approximated and conventional spelling when writing</p> <p>*familiar and/or high frequency words</p> <p>*represents most sounds with letters and often develops own spelling patterns for particular sounds</p> <p>4.3.2 b. Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words</p> <p>*uses visual memory to attempt spelling of words</p> <p>Patterns may include:</p> <ul style="list-style-type: none"> <li>- common letter combinations (list of words with 'br', 'ight')</li> <li>- word families</li> <li>- words ending in 'ing'</li> <li>- silent 'e'</li> <li>- word within a word</li> <li>- add 's' to make a plural noun ...</li> </ul> <p>4.3.2 c. Spells an increasing number of basic sight words and words of personal significance independently</p> <p>*uses visual memory to attempt spelling of words</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- labels</li> <li>- colours</li> <li>- theme words</li> <li>- word walls</li> <li>- days of the week</li> <li>- months of the year</li> <li>- book titles</li> <li>- favourite foods</li> <li>- favourite TV shows/movies</li> <li>- own name</li> <li>- names of pets/father/mother/friends/siblings</li> <li>- song lyrics/words</li> <li>- highlighted words in interactive software ...</li> </ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>4.3.2 a. Decreases reliance on approximated spelling and increases reliance on conventional spelling</p> <p>*familiar and/or high frequency words</p> <p>*represents most sounds with letters and often develops own spelling patterns for particular sounds</p> <p>*uses visual memory to spell sight words</p> <p>4.3.2 b. Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words</p> <p>*uses visual memory to attempt spelling of words</p> <p>Patterns may include:</p> <ul style="list-style-type: none"> <li>- common letter combinations (list of words with 'br', 'ight')</li> <li>- word families</li> <li>- words ending in 'ing'</li> <li>- silent 'e'</li> <li>- word within a word</li> <li>- add 's' to make a plural noun and other internal plural markers (man-men)</li> <li>- change 'y' to 'i' and add 'es' or 'ed'</li> <li>- compound words</li> <li>- contractions</li> <li>- tense markers (ed, s, ing) ...</li> </ul>

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.3.2</b></p> <p><b>Connect sounds with some letters when writing</b></p>	<p><b>Grade 1 Specific Outcome 4.3.2</b></p> <p><b>Use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>4.3.2 e. Begins to use spelling references</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>References may include:</p> <ul style="list-style-type: none"><li>- alphabet and number line</li><li>- labels</li><li>- familiar environmental print</li><li>- word walls</li><li>- pictionaries ...</li></ul> <p><b>4.3.2 f. Begins to use spelling strategies</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Spelling strategies may include:</p> <ul style="list-style-type: none"><li>- interactive writing</li><li>- using references (see previous LO)</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- ask someone ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>4.3.2 d. Uses spelling strategies</b></p> <p>Spelling strategies may include:</p> <ul style="list-style-type: none"><li>- interactive writing</li><li>- using references (see previous LO)</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- ask someone</li><li>- give it a go</li><li>- guess and check</li><li>- words that sound the same ...</li></ul> <p><b>4.3.2 e. Begins to apply knowledge of spelling generalizations and rules to spell familiar and unfamiliar words</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*uses visual memory to attempt spelling of words</p> <p>Patterns may include:</p> <ul style="list-style-type: none"><li>- common letter combinations (list of words with 'br', 'ight')</li><li>- word families</li><li>- words ending in 'ing' ...</li></ul> <p><b>4.3.2 f. Begins to participate in an editing process to check spelling, with guidance</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Editing strategies may include:</p> <ul style="list-style-type: none"><li>- self-editing</li><li>- peer-editing</li><li>- reading it aloud</li><li>- using a dictionary ...</li></ul>

**Spelling**

<p><b>Grade 2 Specific Outcome 4.3.2</b></p> <p>Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources</p>	<p><b>Grade 3 Specific Outcome 4.3.2</b></p> <p>Decrease approximated spelling and increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p><b>4.3.2 d. Uses spelling references</b></p> <p>References may include:</p> <ul style="list-style-type: none"> <li>- alphabet and number line</li> <li>- labels</li> <li>- familiar environmental print</li> <li>- word walls</li> <li>- pictionaries</li> <li>- dictionaries</li> <li>- personal dictionaries</li> <li>- informational texts</li> <li>- atlases, maps</li> <li>- spell-check function ...</li> </ul> <p><b>4.3.2 e. Uses spelling strategies</b></p> <p>Spelling strategies may include:</p> <ul style="list-style-type: none"> <li>- interactive writing</li> <li>- using references (see previous LO)</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- ask someone</li> <li>- give it a go</li> <li>- guess and check</li> <li>- words that sound the same</li> <li>- visual memory</li> <li>- picture the word</li> <li>- different spellings (which one looks right?) ...</li> </ul> <p><b>4.3.2 f. Participates in an editing process to check spelling, with guidance</b></p> <p>Editing strategies may include:</p> <ul style="list-style-type: none"> <li>- self-editing</li> <li>- peer-editing</li> <li>- reading it aloud</li> <li>- rereading</li> <li>- using a dictionary ...</li> </ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p><b>4.3.2 c. Uses spelling references</b></p> <p>References may include:</p> <ul style="list-style-type: none"> <li>- word walls</li> <li>- learning centres</li> <li>- pictionaries</li> <li>- dictionaries</li> <li>- personal dictionaries</li> <li>- informational texts</li> <li>- atlases, maps</li> <li>- spell-check function</li> <li>- timelines</li> <li>- charts</li> <li>- graphs</li> <li>- titles</li> <li>- junior thesaurus ...</li> </ul> <p><b>4.3.2 d. Uses spelling strategies</b></p> <p>Spelling strategies may include:</p> <ul style="list-style-type: none"> <li>- interactive writing</li> <li>- using references (see previous LO)</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>- ask someone</li> <li>- give it a go</li> <li>- guess and check</li> <li>- words that sound the same</li> <li>- visual memory</li> <li>- picture the word</li> <li>- different spellings (which one looks right?)</li> <li>- word in a word</li> <li>- read backwards ...</li> </ul>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 4.3.2</b>  <b>Connect sounds with some letters when writing</b>	<b>Grade 1 Specific Outcome 4.3.2</b>  <b>Use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  4.3.2 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  4.3.2 . Information is on previous page(s)

Spelling

<p><b>Grade 2 Specific Outcome 4.3.2</b> Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources</p>	<p><b>Grade 3 Specific Outcome 4.3.2</b> Decrease approximated spelling and increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>4.3.2 g. Begins to use spell check on the computer</p> <p>"Begins" indicates that the acquisition of the skill is <b>not yet consistent</b> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*applicable where technology is available</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>4.3.2 e. Participates in an editing process to check spelling, with guidance</p> <p>Editing strategies may include:</p> <ul style="list-style-type: none"><li>- self-editing</li><li>- peer-editing</li><li>- reading it aloud</li><li>- rereading</li><li>- using a dictionary</li><li>- using a grade appropriate handbook ...</li></ul> <p>4.3.2 f. Uses spell check on the computer</p> <p>*applicable where technology is available</p>

## General Outcome:

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

### K Specific Outcome 4.3.3

#### Use some capital letters and capitalize own name

\*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

#### Specific Outcome Links

Text Features (2.1.3)

Cueing Systems: Semantic (2.1.5)

Cueing Systems: Syntactic (2.1.6)

### 1 Specific Outcome 4.3.3

#### Capitalize names, "I", and sentence beginnings; use periods at the end of simple sentences

\*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:

- read it aloud

#### Specific Outcome Links

Text Features (2.1.3)

Cueing Systems: Semantic (2.1.5)

Cueing Systems: Syntactic (2.1.6)

**Capitalization and Punctuation****2 Specific Outcome 4.3.3**

**Use an editing process to check for end 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
- read it aloud
- rereading
- reread and self-correct
- read-with-teacher ...

**Specific Outcome Links**

Text Features (2.1.3)

Cueing Systems: Semantic (2.1.5)

Cueing Systems: Syntactic (2.1.6)

**3 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-with-teacher ...

**Specific Outcome Links**

Text Features (2.1.3)

Cueing Systems (2.1.4)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.3.3</b></p> <p>Use some capital letters and capitalize own name</p>	<p><b>Grade 1 Specific Outcome 4.3.3</b></p> <p>Capitalize names, "I", and sentence beginnings; use periods at the end of simple sentences</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.3.3 a. <b>Uses some upper and some lower case letters in personal representations</b></p> <p>4.3.3 b. <b>Applies rules for capitalization in personal representations</b></p> <p>*Capitalization rules appropriate in Kindergarten: - first letter of own name</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.3.3 a. <b>Applies rules for capitalization in personal representations</b></p> <p>*Capitalization rules appropriate in grade one: - first letter of names - the pronoun 'I' - the beginning of sentences</p> <p>4.3.3 b. <b>Applies rules for punctuation in personal representations</b></p> <p>*Punctuation rules appropriate in grade one: - periods at the end of simple sentences</p> <p>4.3.3 c. <b>Begins to participate in an <u>editing process</u> to edit for end punctuation and capitalization, with guidance</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*The measurables of Capitalization and Punctuation are itemized in the two previous Learning Outcomes.</p> <p>Suggested activities: - writing process - conferencing - interactive writing - teacher modelling - mini-lessons ...</p> <p>Editing strategies may include: - self-editing - peer-editing - read with teacher - read it aloud - rereading ...</p>

Capitalization and Punctuation

<p><b>Grade 2 Specific Outcome 4.3.3</b>  <b>Use an editing process to check for end punctuation and capitalization</b></p>	<p><b>Grade 3 Specific Outcome 4.3.3</b>  <b>Use an editing process to check for punctuation and capitalization</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 2 the student ...</p> <p>4.3.3 a. <b>Applies rules for capitalization in personal representations</b></p> <p>*Capitalization rules appropriate in grade two:  - proper nouns (names, places)  - pronoun 'I'  - the beginning of sentences  - months of the year  - days of the week  - titles (books, stories, poems, films, magazines, television programs)</p> <p>4.3.3 b. <b>Applies rules for punctuation in personal representations</b></p> <p>*Punctuation rules appropriate in grade two:  - periods at the end of simple sentences</p> <p>4.3.3 c. <b>Participates in an <u>editing process</u> to edit for end punctuation and capitalization, with guidance</b></p> <p>*The measurables of Capitalization and Punctuation are itemized in the two previous Learning Outcomes.</p> <p>Suggested activities:  - writing process  - conferencing  - interactive writing  - teacher modelling  - mini-lessons ...</p> <p>Editing strategies may include:  - self-editing  - peer-editing  - read with teacher  - read it aloud  - rereading ...</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 3 the student ...</p> <p>4.3.3 a. <b>Applies rules for capitalization in personal representations</b></p> <p>*Capitalization rules appropriate in grade three:  - 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.)</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p> <p>4.3.3 b. <b>Applies rules for punctuation in personal representations</b></p> <p>*Punctuation rules appropriate in grade three:  - periods at the end of simple sentences  - periods at the end of compound sentences  - question marks  - exclamation marks  - period after an abbreviation</p> <p>*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.</p>

**General Outcome:**

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

<b>Kindergarten Specific Outcome 4.3.3</b>  <b>Use some capital letters and capitalize own name</b>	<b>Grade 1 Specific Outcome 4.3.3</b>  <b>Capitalize names, "I", and sentence beginnings; use periods at the end of simple sentences</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  4.3.3 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  4.3.3 . Information is on previous page(s)

Capitalization and Punctuation

**Grade 2 Specific Outcome 4.3.3**

Use an editing process to check for end punctuation and capitalization

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

By the end of Grade 2 the student ...

4.3.3 d. Begins to edit for end punctuation and capitalization with computer

"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.

\*applicable where technology is available

\*The measurables of Capitalization and Punctuation are itemized in the preceding Learning Outcomes (a and b).

**Grade 3 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 3 the student ...

4.3.3 c. Participates in an editing process 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 with teacher
- read it aloud
- rereading
- using a dictionary
- using a grade appropriate handbook ...

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.**

### **K Specific Outcome 4.4.1**

**Talk about enhancing presentations of 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)

### **1 Specific Outcome 4.4.1**

**Begin to experiment with techniques used to enhance presentations of texts (oral, print, and other media)**

\*Keep in mind that the purpose of enhancement is to better engage (attract and sustain) the audience.

\*Presentations require planning and time for supported/scaffolded rehearsal.

#### **General Example(s)**

Presentations occur in a variety of forms:

- artistic
- dramatic
- musical
- numeric
- scientific
- historic
- textual
- multimedia
- computer-generated ...

For further suggestions see Examples of Forms of Expressive Language, in NWT-ELA Support documents.

#### **Specific Outcome Links**

Elements of Texts (2.3.2)

Word Choice and Artistry of Texts (2.3.3)

Appraise Own and Others' Work (4.2.1)

Revise Content (4.2.2)

Enhance Artistry (4.2.4)

## Effective Presentations

### 2 Specific Outcome 4.4.1

Experiment with techniques used to enhance presentations of 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)

### 3 Specific Outcome 4.4.1

Use techniques to enhance presentations of texts (oral, print, and other media)

\*Keep in mind that the purpose of enhancement is to better engage (attract and sustain) the audience.

\*Presentations require planning and time for supported/scaffolded rehearsal.

#### General Example(s)

Presentations occur in a variety of forms:

- artistic
- dramatic
- musical
- numeric
- scientific
- historic
- textual
- multimedia
- computer-generated ...

For further suggestions see Examples of Forms of Expressive Language, in NWT-ELA Support documents.

#### Specific Outcome Links

Elements of Texts (2.3.2)

Word Choice and Artistry of Texts (2.3.3)

Appraise Own and Others' Work (4.2.1)

Revise Content (4.2.2)

Enhance Artistry (4.2.4)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.4.1</b></p> <p><b>Talk about enhancing presentations of texts (oral, print, and other media)</b></p>	<p><b>Grade 1 Specific Outcome 4.4.1</b></p> <p><b>Begin to experiment with techniques used to enhance presentations of texts (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>4.4.1 a. Begins to talk about possible ways to enhance presentation of oral, print, and other media texts, with guidance</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*Appropriate presentation techniques in Kindergarten:</p> <ul style="list-style-type: none"><li>- illustrations</li><li>- colour</li><li>- music and/or sounds</li><li>- words (approximated spelling)</li></ul> <p>May say:</p> <p>"If we play scary music, the kids will know it's Halloween."</p> <p>"Maybe I should put a picture of my real cat in my story; then everybody will know what he looks like."</p> <p>"I put the word 'fish' under my painting because I got a fish yesterday and now it is chasing the other fish in our aquarium."</p> <p><b>4.4.1 b. Begins to engage (attracts and sustains) the audience</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*<b>Suggested</b> ways to engage (attract and sustain) an audience include:</p> <ul style="list-style-type: none"><li>- speaks with a clear voice</li><li>- faces the audience</li><li>- understands the purpose for the presentation</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>4.4.1 a. Engages (attracts and sustains) the audience</b></p> <p>*Form of presentation determines which audience engagement techniques are appropriate.</p> <p>*Audience engagement techniques <b>required</b> in grade one:</p> <ul style="list-style-type: none"><li>- understands the purpose for the presentation</li><li>- speaks with a clear voice</li><li>- faces the audience</li><li>- makes eye contact (culturally appropriate)</li><li>- uses appropriate body language (posture and gestures)</li><li>- introduces self</li><li>- uses varied supports (props, artifacts, diagrams, illustrations, photographs, slides, music, sound effects, resources, facts, lighting, guests, font, print size ...)</li><li>- maintains topic</li><li>- uses complete sentences</li><li>- uses specific vocabulary (theme/content related)</li></ul>

Effective Presentations

**Grade 2 Specific Outcome 4.4.1**

**Experiment with techniques used to enhance presentations of texts (oral, print, and other media)**

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

**By the end of Grade 2 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 two:

- illustrations
- colour
- music and/or sounds
- words (approximated spelling) and/or captions
- type size
- volume
- **simple graphics: diagrams**

May say:

"Because it was black and white, I was showing that my story happened long ago."

"We want our audience to know that the play is ending by using soft music."

"We added a graph to show our thinking in our math solution."

**Grade 3 Specific Outcome 4.4.1**

**Use techniques to enhance presentations of texts (oral, print, and other media)**

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

**By the end of Grade 3 the student ...**

**4.4.1 a. Uses techniques to enhance presentation of oral, print, and other media texts, with guidance**

\*Appropriate presentation techniques in grade three:

- **titles**
- illustrations
- **photographs**
- colour
- music and/or sounds
- printed texts
- type size
- volume
- simple graphics: diagrams, **charts, graphs**
- **costumes**
- **props (slides, artifacts, pictures ...)**

May say:

"Maybe we need to colour the graph for our science fair because it is a bit hard to understand."

"Our dance won't be very clear unless we put costumes on to show that we are supposed to be showing the story of long ago. In our own clothes, the story is all mixed up."

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 4.4.1</b></p> <p><b>Talk about enhancing presentations of texts (oral, print, and other media)</b></p>	<p><b>Grade 1 Specific Outcome 4.4.1</b></p> <p><b>Begin to experiment with techniques used to enhance presentations of texts (oral, print, and other media)</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>4.4.1 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>4.4.1 b. Begins to experiment with techniques to enhance presentation of oral, print, and other media texts, with guidance</p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*Appropriate presentation techniques in grade one:</p> <ul style="list-style-type: none"><li>- illustrations</li><li>- colour</li><li>- music and/or sounds</li><li>- words (approximated spelling) and/or captions</li><li>- <b>type size</b></li><li>- <b>volume</b></li></ul> <p>May say: "I colored the sky black because it was a rainy day and it was sad."</p> <p>"I drew a picture here because I didn't know how to spell all of my story."</p> <p>"We want wiggly letters for our Halloween play."</p> <p>"If you roar, you'll be a better grizzly."</p>

### Effective Presentations

#### Grade 2 Specific Outcome 4.4.1

Experiment with techniques used to enhance presentations of texts (oral, print, and other media)

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

By the end of Grade 2 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 two:

- responds to audience questions
- speaks fluently (pacing, phrasing)

\*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)

#### Grade 3 Specific Outcome 4.4.1

Use techniques to enhance presentations of texts (oral, print, and other media)

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

By the end of Grade 3 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 three:

- 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)

\*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)

**General Outcome:**

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

<b>Kindergarten Specific Outcome 4.4.1</b>  <b>Talk about enhancing presentations of texts (oral, print, and other media)</b>	<b>Grade 1 Specific Outcome 4.4.1</b>  <b>Begin to experiment with techniques used to enhance presentations of texts (oral, print, and other media)</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  4.4.1 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  4.4.1 . Information is on previous page(s)

Effective Presentations

**Grade 2 Specific Outcome 4.4.1**

Experiment with techniques used to enhance presentations of texts (oral, print, and other media)

**Grade 3 Specific Outcome 4.4.1**

Use techniques to enhance presentations of texts (oral, print, and other media)

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

By the end of Grade 2 the student ...

4.4.1 . Information is on previous page(s)

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

By the end of Grade 3 the student ...

4.4.1 c. Begins to talk about how multiple media can enhance presentation of oral, print, and other media texts, with guidance

"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.

\*Where technology is available, students may begin to experiment with multiple media to enhance personal texts.

Examples may include:

- audio
- videos
- CDs
- visuals
- bulletin boards
- Powerpoints
- maps
- graphs
- digital cameras ...

May say:

"Wouldn't this be neat if we could do a slide show of our trip to the bush camp?"

"Our newspaper would be way better if we had pictures in it."



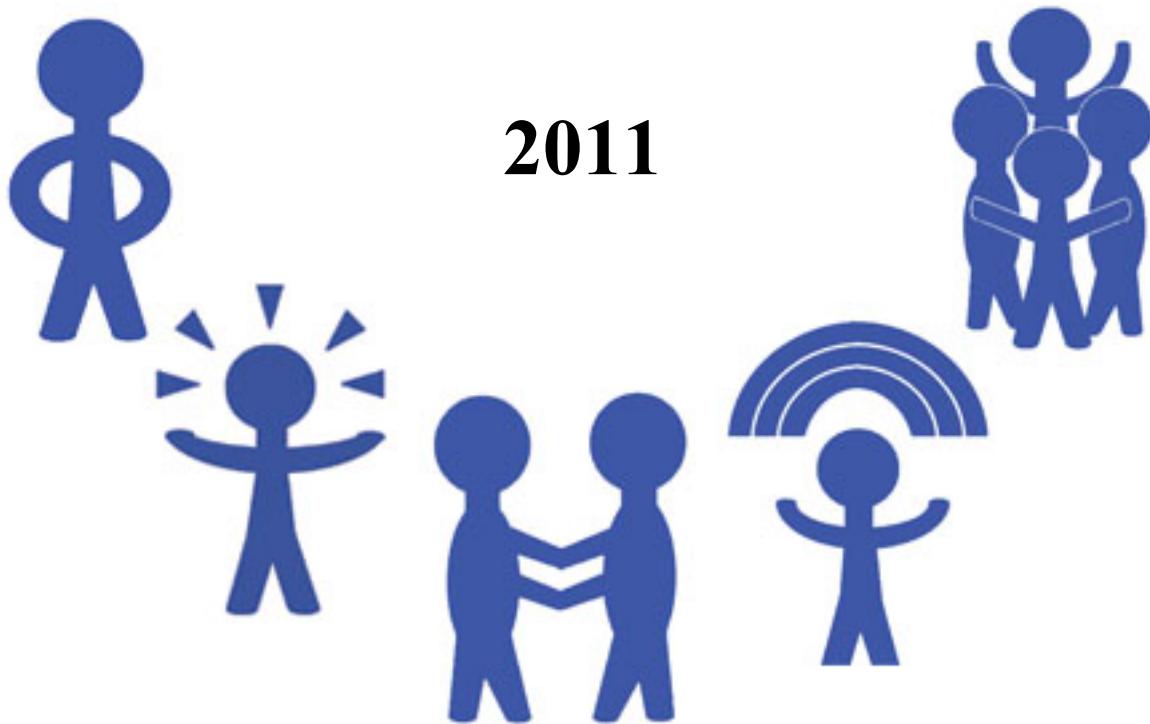
**NORTHWEST TERRITORIES**

**KINDERGARTEN TO GRADE 3**

**ENGLISH LANGUAGE ARTS**

**CURRICULUM**

**2011**



**GENERAL OUTCOME 5**

**General Outcome 5**



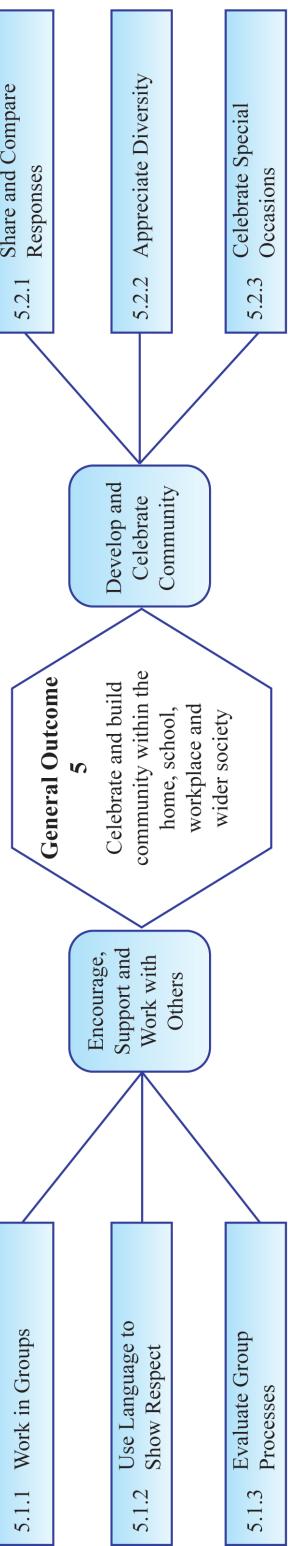
**Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students

share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



## General Outcome:

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

### K Specific Outcome 5.1.1

**Work in partnerships by taking turns, sharing ideas, and following directions**

\*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

role fulfillment: accepting responsibility

#### General Example(s)

Suggested activities:

- cooperative learning centres
- cooperative games and activities
- sharing circles
- exploratory talks
- experiments
- shared writing
- shared reading ...

#### 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)

### 1 Specific Outcome 5.1.1

**Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role**

\*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

role fulfillment: accepting responsibility

#### General Example(s)

Suggested activities:

- cooperative learning centres
- cooperative games and activities
- sharing circles
- exploratory talks
- projects
- experiments
- shared writing
- shared reading ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Identify Sources of Information (3.2.1)

Revise Content (4.2.2)

Use Language to Show Respect (5.1.2)

## Work in Groups

### 2 Specific Outcome 5.1.1

**Work in a variety of partnerships and groups to follow pre-established group processes by responding to others**

\*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

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 ...

#### 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)

### 3 Specific Outcome 5.1.1

**Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively**

\*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

role fulfillment: accepting responsibility

#### General Example(s)

Suggested activities:

- cooperative learning centres
- cooperative games and activities
- sharing circles
- literature circles
- exploratory talks
- projects
- experiments
- shared writing
- shared reading
- collaborative writing
- debriefing sessions ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Identify Sources of Information (3.2.1)

Revise Content (4.2.2)

Use Language to Show Respect (5.1.2)

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 5.1.1</b></p> <p><b>Work in partnerships by taking turns, sharing ideas, and following directions</b></p>	<p><b>Grade 1 Specific Outcome 5.1.1</b></p> <p><b>Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p>5.1.1 a. Begins to follow pre-established group processes when collaborating with peers to accomplish a task</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*A variety of partnerships and groups may be self-selected or assigned.</p> <p>*Appropriate group processes in Kindergarten: - taking turns - listening - sharing ideas and information - following directions</p> <p>See Evaluate Group Processes (5.1.3)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p>5.1.1 a. Follows pre-established group processes when collaborating with peers to accomplish a task</p> <p>*A variety of partnerships and groups may be self-selected or assigned.</p> <p>*Appropriate group processes in grade one: - accepting responsibility - offering feedback - accepting feedback</p> <p>*To maintain from previous grade: - taking turns - listening - sharing ideas and information - following directions</p> <p>See Evaluate Group Processes (5.1.3)</p>

## Encourage, Support and Work with Others

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### Work in Groups

#### Grade 2 Specific Outcome 5.1.1

**Work in a variety of partnerships and groups to follow pre-established group processes by responding to others**

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 2 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 two:

- responding to others' ideas
- asking and answering relevant questions

\*To maintain from previous grades:

- taking turns
- listening
- sharing ideas and information
- following directions
- accepting responsibility
- offering feedback
- accepting feedback

See Evaluate Group Processes (5.1.3)

#### Grade 3 Specific Outcome 5.1.1

**Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively**

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 3 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 three:

- stating expectations
- solving problems

\*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

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.**

<p><b>Kindergarten Specific Outcome 5.1.1</b></p> <p><b>Work in partnerships by taking turns, sharing ideas, and following directions</b></p>	<p><b>Grade 1 Specific Outcome 5.1.1</b></p> <p><b>Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>5.1.1 b. Begins to accept responsibility for a task and corresponding role in small group activities</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*Roles may be assigned by the individuals, the groups, or the teacher.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- activity centres</li><li>- play</li><li>- assigned tasks</li><li>- dramatizations ...</li></ul> <p>Tasks may include:</p> <ul style="list-style-type: none"><li>- setting up</li><li>- organizing</li><li>- cleaning up</li><li>- mediating</li><li>- consoling</li><li>- planning</li><li>- painting</li><li>- writing ...</li></ul> <p>Roles may include:</p> <ul style="list-style-type: none"><li>- illustrator</li><li>- speaker</li><li>- recorder ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>5.1.1 b. Accepts responsibility for a task and corresponding role in small group activities</b></p> <p>*Roles may be assigned by the individuals, the groups, or the teacher.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- activity centres</li><li>- play</li><li>- assigned tasks</li><li>- dramatizations</li><li>- assignments</li><li>- projects ...</li></ul> <p>Tasks may include:</p> <ul style="list-style-type: none"><li>- setting up</li><li>- organizing</li><li>- cleaning up</li><li>- mediating</li><li>- consoling</li><li>- planning</li><li>- painting</li><li>- writing ...</li></ul> <p>Roles may include:</p> <ul style="list-style-type: none"><li>- illustrator</li><li>- speaker</li><li>- recorder</li><li>- encourager</li><li>- artist</li><li>- writer</li><li>- reader</li><li>- reporter</li><li>- director</li><li>- organizer</li><li>- researcher ...</li></ul>

### Work in Groups

<p><b>Grade 2 Specific Outcome 5.1.1</b></p> <p><b>Work in a variety of partnerships and groups to follow pre-established group processes by responding to others</b></p>	<p><b>Grade 3 Specific Outcome 5.1.1</b></p> <p><b>Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>5.1.1 b. Accepts responsibility for a task and corresponding role in small and/or whole group activities</b></p> <p>*Roles may be assigned by the individuals, the groups, or the teacher.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- activity centres</li> <li>- play</li> <li>- assigned tasks</li> <li>- dramatizations</li> <li>- assignments</li> <li>- projects ...</li> </ul> <p>Tasks may include:</p> <ul style="list-style-type: none"> <li>- setting up</li> <li>- organizing</li> <li>- cleaning up</li> <li>- mediating</li> <li>- consoling</li> <li>- planning</li> <li>- painting</li> <li>- writing ...</li> </ul> <p>Roles may include:</p> <ul style="list-style-type: none"> <li>- illustrator</li> <li>- speaker</li> <li>- recorder</li> <li>- encourager</li> <li>- artist</li> <li>- writer</li> <li>- reader</li> <li>- reporter</li> <li>- director</li> <li>- organizer</li> <li>- researcher ...</li> </ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>5.1.1 b. Accepts responsibility for a task and corresponding role in small and/or whole group activities</b></p> <p>*Roles may be assigned by the individuals, the groups, or the teacher.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>- centres</li> <li>- assigned tasks, assignments</li> <li>- dramatizations</li> <li>- projects ...</li> </ul> <p>Tasks may include:</p> <ul style="list-style-type: none"> <li>- setting up</li> <li>- organizing</li> <li>- cleaning up</li> <li>- mediating</li> <li>- consoling</li> <li>- planning</li> <li>- painting</li> <li>- writing ...</li> </ul> <p>Roles may include:</p> <ul style="list-style-type: none"> <li>- illustrator, artist</li> <li>- speaker</li> <li>- recorder</li> <li>- encourager</li> <li>- writer, reader, reporter</li> <li>- director, organizer</li> <li>- researcher</li> <li>- editor</li> <li>- time keeper</li> <li>- negotiator</li> <li>- surveyor</li> <li>- interviewer ...</li> </ul> <p>May say:</p> <p>"I will be responsible for preparing the interview questions, but need help with the editing and recording."</p>

**General Outcome:**

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

**K 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.

**1 Specific Outcome 5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

\*Be sensitive to different communicative patterns and languages.

\*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition.

**Use Language to Show Respect**

**2 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.

**3 Specific Outcome 5.1.2**

**Adjust listening, viewing, and speaking behaviours according to the situation**

\*Be sensitive to different communicative patterns and languages.

\*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition.

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 5.1.2</b></p> <p><b>Adjust listening, viewing, and speaking behaviours according to the situation</b></p>	<p><b>Grade 1 Specific Outcome 5.1.2</b></p> <p><b>Adjust listening, viewing, and speaking behaviours according to the situation</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>5.1.2 a. Speaks, listens, and views respectfully</b></p> <p>*Appropriate in Kindergarten: - 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)</p> <p><b>5.1.2 b. Begins to adjust language to fit the context (audience, purpose, and situation)</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*Appropriate in Kindergarten: - volume - tone - situation - rate of speech ...</p> <p>Audiences may include: - peers - staff - family - guests - Elders ...</p> <p>Language Register: - home - playground - classroom - on the land or in the bush - various community settings ...</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>5.1.2 a. Speaks, listens, and views respectfully</b></p> <p>*Appropriate in grade one: - asking questions or participating in discussions and activities - using attentive facial expression and body language - showing interest</p> <p>*To maintain from previous grade: - 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)</p>

**Use Language to Show Respect**

**Grade 2 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 2 the student ...**

**5.1.2 a. Speaks, listens, and views respectfully**

\*Appropriate in grade two:

- asking relevant questions

\*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

**Grade 3 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 3 the student ...**

**5.1.2 a. Speaks, listens, and views respectfully**

\*Appropriate in grade three:

- giving nonverbal encouragement
- showing encouragement and appreciation

\*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

May say:

"I heard what you said about berry picking on the Barren Lands."

**General Outcome:**

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

<b>Kindergarten Specific Outcome 5.1.2</b> <b>Adjust listening, viewing, and speaking behaviours according to the situation</b>	<b>Grade 1 Specific Outcome 5.1.2</b> <b>Adjust listening, viewing, and speaking behaviours according to the situation</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Kindergarten the student ...</p> <p>5.1.2 . Information is on previous page(s)</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p>By the end of Grade 1 the student ...</p> <p>5.1.2 b. Adjusts language to fit the context (audience, purpose, and situation)</p> <p>*Alternating (code switching) between first/heritage language and English may enhance communication in some contexts.</p> <p>*Appropriate in grade one:</p> <ul style="list-style-type: none"><li>- volume</li><li>- tone</li><li>- situation</li><li>- rate of speech</li></ul> <p>Audiences may include:</p> <ul style="list-style-type: none"><li>- peers</li><li>- staff</li><li>- family</li><li>- guests</li><li>- Elders ...</li></ul> <p>Language Register:</p> <ul style="list-style-type: none"><li>- home</li><li>- playground</li><li>- classroom</li><li>- on the land or in the bush</li><li>- various community settings ...</li></ul>

**Use Language to Show Respect**

**Grade 2 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 2 the student ...**

**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.

\*Appropriate in grade two:

- volume
- tone
- situation
- rate of speech
- vocabulary
- code switching

Audiences may include:

- peers
- staff
- family
- guests
- Elders ...

Language Register:

- home
- playground
- classroom
- on the land or in the bush
- various community settings
- oral, print, and other media texts ...

**Grade 3 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 3 the student ...**

**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.

\*Appropriate in grade three:

- volume
- tone
- situation
- rate of speech
- vocabulary
- body language
- code switching

Audiences may include:

- peers
- staff
- family
- guests
- Elders ...

Language Register:

- home
- playground
- classroom
- on the land or in the bush
- various community settings
- oral print, and other media texts ...

## General Outcome:

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

### K Specific Outcome 5.1.3

#### Find ways to be helpful to others

\*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

role fulfillment: accepting responsibility

#### General Example(s)

Assessment strategies may include:

- establishing criteria
- dialoguing
- conferencing
- collecting
- recording
- writing
- communicating
- reflecting
- using and giving feedback ...

#### Specific Outcome Links

Celebrate Special Occasions (5.2.3)

### 1 Specific Outcome 5.1.3

#### Help others and ask others for help

\*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

role fulfillment: accepting responsibility

#### General Example(s)

Assessment strategies may include:

- establishing criteria
- dialoguing
- conferencing
- collecting
- recording
- writing
- communicating
- reflecting
- using and giving feedback ...

#### Specific Outcome Links

Celebrate Special Occasions (5.2.3)

## Evaluate Group Processes

### 2 Specific Outcome 5.1.3

#### Acknowledge achievements of others

\*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

role fulfillment: accepting responsibility

#### General Example(s)

Assessment strategies may include:

- establishing criteria
- dialoguing
- conferencing
- collecting
- recording
- writing
- communicating
- reflecting
- responding
- using and giving feedback ...

#### Specific Outcome Links

Celebrate Special Occasions (5.2.3)

### 3 Specific Outcome 5.1.3

#### Understand how class members help each other

\*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

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 ...

#### 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.**

<p><b>Kindergarten Specific Outcome 5.1.3</b></p> <p><b>Find ways to be helpful to others</b></p>	<p><b>Grade 1 Specific Outcome 5.1.3</b></p> <p><b>Help others and ask others for help</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>5.1.3 a. Begins to talk about group processes</b></p> <p><b>"Begins" indicates that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say: "When we work with our partner, we have to take turns and listen."</p> <p>"We need to share the books."</p> <p>"If we can't get along, we have to..."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>5.1.3 a. Reflects on personal behaviours and learning style</b></p> <p>*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.</p> <p>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- sharing circles</li><li>- happy/sad face reflection activities</li><li>- reflection frames or prompts</li><li>- expository talk</li><li>- Think-Pair-Share (TPS)</li><li>- checklists</li><li>- learning logs</li><li>- journals</li><li>- guided reflection</li><li>- T-charts, Y-charts</li><li>- self evaluation tools</li><li>- conferencing ...</li></ul> <p>May say: "What have I learned about how I learn?"</p> <p>"What do I need to change?"</p> <p>"What can I do next time?"</p> <p>"Are those the strategies I can use? Which one would work for this?"</p> <p>"It was helpful when..."</p> <p>"I found it really hard to listen to the Renewable Resources Officer talk about owls, but his posters and stuffed owl helped me..."</p>

**Evaluate Group Processes**

**Grade 2 Specific Outcome 5.1.3**

**Acknowledge achievements of others**

**Grade 3 Specific Outcome 5.1.3**

**Understand how class members help each other**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

**5.1.3 a. Participates in the development of criteria to evaluate group processes**

May say:

"Why don't we make sure that everyone's job is done. That could be on our checklist."

"It was easier when we started with a plan and jobs. So we need to have a part about making a plan and then something about following it."

**5.1.3 b. Assesses the effectiveness of the group processes using the set criteria**

May say:

"I was doing well with the research, but needed some help with the writing and editing of the report. I asked one of my partners because she is good at that and now we are doing that part together. So our group is working. We could write that in our journals."

"We giggled a lot and had a hard time staying on task. We better check that as something to work on on the checklist."

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

**5.1.3 a. Participates in the development of criteria to evaluate group processes**

May say:

"We need to make a chart to put on our walls so that we can go back and check what we are supposed to be doing when we work in groups. We could put things like: taking turns, staying on task..."

"We could make one of those scales, I forget what they are called, but you see them in magazines. We could ask questions about how groups are supposed to work. Then people could decide if they did that at a low level, and get a 1, or at a medium level, and get a 2, or really well, and get a 3."

**5.1.3 b. Assesses the effectiveness of the group processes using the set criteria**

May say:

"I think that the work we did with our project really helped the class see the problem of water pollution. So we did well on that part."

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 5.1.3</b></p> <p><b>Find ways to be helpful to others</b></p>	<p><b>Grade 1 Specific Outcome 5.1.3</b></p> <p><b>Help others and ask others for help</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>5.1.3 b. Begins to reflect on personal behaviours and learning style</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- sharing circles</li><li>- happy/sad face reflection activities</li><li>- expository talk</li><li>- Think-Pair-Share (TPS) ...</li></ul> <p>May say:</p> <p>"I don't like working at this table near the sand box; it is too noisy."</p> <p>"I like working with a friend."</p> <p>"On my happy face/feelings sheet, I circled only one happy face because..."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>5.1.3 b. Reflects on personal behaviours that contribute to group success to set personal goals</b></p> <p>*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.</p> <p>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</p> <p>May say:</p> <p>"We made a happy/sad checklist to talk about how we worked as a group. When I did mine, I decided that I would be a better group member if I stayed on task and stopped wandering."</p> <p>"I have to remember to take turns."</p> <p>"I need to remember to use a quiet voice because I am bothering the others."</p> <p><b>5.1.3 c. Offers positive feedback to a peer about group processes</b></p> <p>May say:</p> <p>"Thank you for helping us to fix the problem we were having working together. We are not angry anymore."</p> <p><b>5.1.3 d. Begins to participate in the development of criteria to evaluate group processes</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say:</p> <p>"On our T-Chart, we could have what works in groups here, and what doesn't work on this side."</p>

## Encourage, Support and Work with Others

### Evaluate Group Processes

#### Grade 2 Specific Outcome 5.1.3

Acknowledge achievements of others

#### Grade 3 Specific Outcome 5.1.3

Understand how class members help each other

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 2 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, expository talk, sharing circles
- happy/sad face reflection activities
- reflection frames or prompts
- Think-Pair-Share (TPS)
- checklists
- learning logs, journals, guided reflection
- process journals
- conferencing
- inquiry self checklist
- self-assessment activities, project reflection activities ...

May say:

"I know it is easier for me when I sit alone to read this part, and then I will need to talk to my partner to do the next part."

"I need to see a picture to help me figure out this math problem."

"It was interesting that..."

"It was helpful when..."

"What will I do differently this time?"

"Why am I doing this?"

"What do I need to learn from this?"

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 3 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:

"What have I learned about how I learn?"

"What do I need to change, to learn this more easily?"

"What can I do next time?"

"Which strategies can I use? Which one would work for this?"

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 5.1.3</b></p> <p><b>Find ways to be helpful to others</b></p>	<p><b>Grade 1 Specific Outcome 5.1.3</b></p> <p><b>Help others and ask others for help</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>5.1.3 c. Begins to reflect on personal behaviours that contribute to group success</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.</p> <p>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</p> <p>May say: "I need to remember to put my hand up when I have something to say."</p> <p>"I forgot to listen and now I am mixed up."</p> <p>"We didn't do our job today; we did a lot of arguing."</p> <p><b>5.1.3 d. Begins to offer positive feedback to a peer about group processes</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>May say: "I liked the way we coloured our poster."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>5.1.3 e. Begins to assess the effectiveness of the group processes using the set criteria</b></p> <p>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>May say: "In our centre, we had fun building airplanes. When we got too silly, we made mistakes and some of our planes couldn't fly. We should have made sure to stay on task like we talked about during our class meeting."</p> <p>"When we were too many in our group, we lost lots of time."</p> <p>"There is always someone waiting when three of us are at the listening centre; so we have to do something about our rules."</p>

## Evaluate Group Processes

### Grade 2 Specific Outcome 5.1.3

Acknowledge achievements of others

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

**5.1.3 d. Reflects on personal behaviours that contribute to group success to set personal 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:

"In my journal I wrote about how I am good at finding spelling mistakes; so I feel good about doing that part for our group. I find it hard to listen to others' ideas about the writing though. I have to work on that."

**5.1.3 e. Offers constructive feedback to a peer about group processes**

May say:

"I like the way you took turns today so everyone had a chance to share ideas."

**5.1.3 f. Begins to apply peer feedback about personal role in group processes**

**"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:

"My partner said that I need to stay on task this time. So my goal is to stay close to him and to pay close attention to what we are doing."

### Grade 3 Specific Outcome 5.1.3

Understand how class members help each other

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

**5.1.3 d. Reflects on personal behaviours that contribute to group success to set personal goals**

\*The distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections.

\*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.

May say:

"We giggled a lot and had a hard time staying on task; so for the question about getting the task done, I had to write that I did not finish."

"I circled the low end of the scale for the question about getting the task done, because I did not finish. We worked slowly and I needed more time to get the writing part done."

**5.1.3 e. Offers constructive feedback to a peer about group processes**

May say:

"When we were working together, you helped me to not be so scared to act my part out. I don't think I could have done it if you hadn't showed me how to look at the top of the crowds' heads instead of in their eyes."

**5.1.3 f. Applies peer feedback about personal role in group processes**

May say:

"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."

**General Outcome:**

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

**K Specific Outcome 5.2.1**

Tell and draw stories about self and family

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)  
Respond to Various Texts (2.2.2)

**1 Specific Outcome 5.2.1**

Tell, draw, and write about self and family

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)  
Respond to Various Texts (2.2.2)

**Share and Compare Responses**

**2 Specific Outcome 5.2.1**

Tell, draw, and write about self, family, and community

\*Keep in mind 'communities' may include:

- family
- groups
- classroom
- organizations
- town
- clubs ...

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

Respond to Various Texts (2.2.2)

**3 Specific Outcome 5.2.1**

Record ideas and experiences, and share them with others

**Specific Outcome Links**

Express Ideas and Consider Others' Ideas (1.1.1)

Respond to Various Texts (2.2.2)

**General Outcome:**

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

<b>Kindergarten Specific Outcome 5.2.1</b> <b>Tell and draw stories about self and family</b>	<b>Grade 1 Specific Outcome 5.2.1</b> <b>Tell, draw, and write about self and family</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>5.2.1 a. Chooses to draw and tell stories about self and family</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- dramatizations</li><li>- centres</li><li>- puppets</li><li>- conversations</li><li>- portraits</li><li>- collages</li><li>- books</li><li>- journals</li><li>- paintings</li><li>- carvings ...</li></ul> <p><b>5.2.1 b. Begins to write about and represent self and family</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- illustrations</li><li>- paintings</li><li>- scribbles</li><li>- approximated spellings</li><li>- strings of letters</li><li>- names ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>5.2.1 a. Draws and tells stories about self and family</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- dramatizations</li><li>- centres</li><li>- puppets</li><li>- conversations</li><li>- portraits</li><li>- collages</li><li>- books</li><li>- journals</li><li>- paintings</li><li>- carvings</li><li>- sculptures ...</li></ul> <p><b>5.2.1 b. Writes about self and family</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- journals</li><li>- stories</li><li>- books</li><li>- computer</li><li>- illustrations</li><li>- paintings</li><li>- letters ...</li></ul> <p><b>5.2.1 c. Recognizes differences and similarities between self, peers, and families</b></p> <p>Differences and similarities may include:</p> <ul style="list-style-type: none"><li>- hair colour</li><li>- family sizes</li><li>- family structures</li><li>- family routines</li><li>- family celebrations ...</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- circle talks</li><li>- conversations</li><li>- pictographs</li><li>- illustrations</li><li>- presentations ...</li></ul>

**Share and Compare Responses**

**Grade 2 Specific Outcome 5.2.1**

**Tell, draw, and write about self, family, and community**

**Grade 3 Specific Outcome 5.2.1**

**Record ideas and experiences, and share them with others**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

**5.2.1 a. Represents self, family, and communities**

\*Keep in mind 'communities' may include:

- family
- groups
- classroom
- organizations
- town
- clubs ...

Representations may include:

- conversations
- books
- journals
- stories
- cartoons
- dramatizations
- puppets
- portraits
- collages
- paintings
- carvings
- sculptures
- writings ...

**5.2.1 b. Describes differences and similarities between self, peers, and families**

Differences and similarities may include:

- hair colour
- family sizes
- family structures
- family routines
- family celebrations ...

Suggested activities:

- circle talks
- conversations
- pictographs
- illustrations
- presentations ...

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

**5.2.1 a. Represents own ideas and experiences**

Representations may include:

- books
- journals
- stories
- cartoons
- dramatizations
- puppets
- portraits
- collages
- paintings
- carvings
- sculptures
- writings
- advertisements
- author's chairs
- story tellings
- bulletin board collages
- audio tapes
- video and photo essays ...

**General Outcome:**

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

<b>Kindergarten Specific Outcome 5.2.1</b> <b>Tell and draw stories about self and family</b>	<b>Grade 1 Specific Outcome 5.2.1</b> <b>Tell, draw, and write about self and family</b>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>5.2.1 c. Begins to recognize differences and similarities</b></p> <p>"Begins" indicates that the acquisition of the skill is <b>not yet consistent</b> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Differences and similarities may include:</p> <ul style="list-style-type: none"><li>- hair colour</li><li>- family sizes</li><li>- family structures ...</li></ul> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- circle talks</li><li>- conversations</li><li>- pictographs</li><li>- illustrations</li><li>- presentations ...</li></ul>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>5.2.1 . Information is on previous page(s)</b></p>

Share and Compare Responses

**Grade 2 Specific Outcome 5.2.1**

**Tell, draw, and write about self, family, and community**

**Grade 3 Specific Outcome 5.2.1**

**Record ideas and experiences, and share them with others**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

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

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

**5.2.1 b. Begins to describe similarities and differences between own and others' experiences**

"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.

Suggested activities:

- circle talks
- conversations
- graphs
- illustrations
- presentations
- displays
- journals
- letters
- stories
- books
- paintings
- posters
- maps
- charts
- newsletters
- newspaper articles
- cartoons ...

May say:

"I thought it was fun to get up in front of everyone in the community hall to sing, but Allie said she was really scared to do it."

"I loved riding on the skidoo to get to camp, but Sammy said the bumps made him sick. I said it was because he ate 4 hot dogs first!"

## General Outcome:

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

### K Specific Outcome 5.2.2

#### Respect self and others

\*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 ...

#### 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)

### 1 Specific Outcome 5.2.2

#### Explore own identity

\*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 ...

#### Specific Outcome Links

Express Ideas and Consider Others' Ideas (1.1.1)

Express Preferences (1.1.2)

Combine Ideas and Develop Understanding (1.2.1)

Explain Opinions (1.2.2)

Connect Self, Texts, and Culture (2.2.3)

Work in Groups (5.1.1)

Use Language to Show Respect (5.1.2)

Share and Compare Responses (5.2.1)

### Appreciate Diversity

#### 2 Specific Outcome 5.2.2

##### Explore personal understanding of self and others

\*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)

#### 3 Specific Outcome 5.2.2

##### Explore own and other cultures

\*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.**

<p><b>Kindergarten Specific Outcome 5.2.2</b></p> <p><b>Respect self and others</b></p>	<p><b>Grade 1 Specific Outcome 5.2.2</b></p> <p><b>Explore own identity</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p>5.2.2 a. Shows respect for others' talents, strengths, interests, feelings, and ideas to strengthen the community</p> <p>5.2.2 b. Expresses own identity through talents, strengths, interests, feelings, and ideas</p> <p>*Identity is shaped through: - language - culture - family - community - traditions - gender - place of residence ...</p> <p>May say: "My name was my grandmother's name. It is important to me."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p>5.2.2 a. Shows respect for others' talents, strengths, interests, feelings, and ideas to strengthen the community</p> <p>5.2.2 b. Expresses and explores own identity through talents, strengths, interests, feelings, and ideas</p> <p>*Identity is shaped through: - language - culture - family - community - traditions - gender - place of residence ...</p> <p>May say: "I am from the Deline. My grandparents know the land here because they travel it all the time. I know the land too."</p> <p>5.2.2 c. Begins to use questions and conversations to explore personal understanding of self and others</p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>*focusing on diversity of talents, strengths, feelings, and ideas</p> <p>May say: "I think that boys like watching hockey more than girls in our class. Why don't you girls like it?"</p>

Appreciate Diversity

**Grade 2 Specific Outcome 5.2.2**

**Explore personal understanding of self and others**

**Grade 3 Specific Outcome 5.2.2**

**Explore own and other cultures**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 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:

"I am excited when we make feasts for the Elders. They come and have fun at school with us. Then they tell stories. I always listen to them."

5.2.2 c. **Uses questions and conversations to explore personal understanding of self and others**

May say:

"It must hurt when people are scared to sit by you because you are different. In the book, Come Sit by Me, the kids learn to be nice. Maybe we should invite that new boy who is always alone to come and play with us."

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 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:

"We are learning a different language at school than what we speak at home. When I speak to my Mom she likes it if we talk in our language."

5.2.2 c. **Begins to use questions and conversations to develop an awareness of own and other cultures and ways of 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.**

\*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:

"My group looked at the Idaa Trail on the museum website. The tools shown on there are hunting and gathering tools. I want to know if I am from a hunting and gathering culture too? But we don't hunt and gather anymore."

**General Outcome:**

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

**K Specific Outcome 5.2.3****Contribute to the classroom community**

\*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)

**1 Specific Outcome 5.2.3****Celebrate own and others' accomplishments in the classroom community**

\*Be sensitive to cultural differences in celebrating cultural occasions and achievements.

**Specific Outcome Links**

- Use Language to Show Respect (5.1.2)
- Evaluate Group Processes (5.1.3)
- Appreciate Diversity (5.2.2)

**Celebrate Special Occasions**

**2 Specific Outcome 5.2.3**

**Plan and contribute to celebrations in the classroom community**

\*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)

**3 Specific Outcome 5.2.3**

**Acknowledge and celebrate individual and class achievements**

\*Be sensitive to cultural differences in celebrating cultural occasions and achievements.

**Specific Outcome Links**

Use Language to Show Respect (5.1.2)

Evaluate Group Processes (5.1.3)

Appreciate Diversity (5.2.2)

**General Outcome:**

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

<p><b>Kindergarten Specific Outcome 5.2.3</b></p> <p><b>Contribute to the classroom community</b></p>	<p><b>Grade 1 Specific Outcome 5.2.3</b></p> <p><b>Celebrate own and others' accomplishments in the classroom community</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>5.2.3 a. Begins to participate in classroom celebrations</b></p> <p>"Begins" indicates that the acquisition of the skill is <b>not yet consistent</b> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- birthdays</li><li>- Christmas</li><li>- spring, fall, return of the sun</li><li>- concerts</li><li>- accomplishments</li><li>- weddings</li><li>- births</li><li>- deaths</li><li>- role plays</li><li>- dramatizations</li><li>- recitals, readings, gallery walks ...</li></ul> <p>May say: "We should play a game...have juice...clap...go outside..."</p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>5.2.3 a. Participates in classroom celebrations</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- birthdays</li><li>- Christmas</li><li>- spring, fall, return of the sun</li><li>- concerts</li><li>- accomplishments</li><li>- weddings</li><li>- births</li><li>- deaths</li><li>- role plays</li><li>- dramatizations</li><li>- recitals, readings, gallery walks</li><li>- celebration wall ...</li></ul> <p><b>5.2.3 b. Chooses to contribute to individual and class representations for an identified community and/or audience</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- rhymes</li><li>- rhythms</li><li>- symbols</li><li>- pictures</li><li>- poetry recitals</li><li>- readers' theatre</li><li>- dramatizations</li><li>- songs</li><li>- dances</li><li>- puppet plays</li><li>- readings</li><li>- classroom and student-centred stories</li><li>- predictable stories, pattern books ...</li></ul>

Celebrate Special Occasions

**Grade 2 Specific Outcome 5.2.3**

**Plan and contribute to celebrations in the classroom community**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

5.2.3 a. **Participates in classroom celebrations to acknowledge group and others' personal and academic achievements**

Examples may include:

- student of the week
- author's chair
- displays
- school newspaper
- presentations
- assemblies
- Artist in the School
- letters of appreciation
- group stories
- cards
- role plays
- dramatizations
- recitals, readings, gallery walks
- celebration wall, murals, bulletin board displays ...

5.2.3 b. **Helps to plan classroom celebrations**

May say:

"I could bring some dried meat for our family day."

"Maybe we could show our..."

**Grade 3 Specific Outcome 5.2.3**

**Acknowledge and celebrate individual and class achievements**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

5.2.3 a. **Participates in classroom celebrations to acknowledge group and others' personal and academic achievements**

Examples may include:

- student of the week
- author's chair
- displays
- school newspaper
- presentations
- assemblies
- Artist in the School
- letters of appreciation
- group stories
- cards
- role plays
- dramatizations
- 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 ...

## General Outcome:

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

<p><b>Kindergarten Specific Outcome 5.2.3</b></p> <p><b>Contribute to the classroom community</b></p>	<p><b>Grade 1 Specific Outcome 5.2.3</b></p> <p><b>Celebrate own and others' accomplishments in the classroom community</b></p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Kindergarten the student ...</b></p> <p><b>5.2.3 b. Begins to choose to contribute to individual and class representations</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>Suggested activities:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- rhymes</li><li>- rhythms</li><li>- symbols</li><li>- pictures</li><li>- poetry recitals</li><li>- readers' theatre</li><li>- dramatizations</li><li>- songs</li><li>- dances</li><li>- puppet plays</li><li>- readings</li><li>- classroom and student-centred stories</li><li>- predictable stories, pattern books ...</li></ul> <p><b>5.2.3 c. Begins to acknowledge personal accomplishments and strengths in the classroom community</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 1 the student ...</b></p> <p><b>5.2.3 c. Acknowledges personal accomplishments and strengths</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"><li>- conversations</li><li>- personal photo stories</li><li>- portfolio collections</li><li>- Celebrations of Learning ...</li></ul> <p><b>5.2.3 d. Begins to help to plan classroom celebrations</b></p> <p><b>"Begins" indicates that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing this learning outcome independently.</b></p> <p>May say:</p> <p>"I think we should sing our song for the Elders."</p> <p>"We could have a movie afternoon."</p> <p>"What about inviting our families in for tea when we do our drum dance."</p>

**Celebrate Special Occasions**

**Grade 2 Specific Outcome 5.2.3**

**Plan and contribute to celebrations in the classroom community**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 2 the student ...**

**5.2.3 c. Contributes to individual and class representations for an identified community and/or audience**

May contribute:

- ideas
- expertise
- experiences
- skills
- feelings
- opinions ...

Suggested activities:

- conversations
- journals
- pictures
- poetry recitals
- readers' theatre
- dramatizations
- songs
- dances
- puppet plays
- readings
- classroom and student-centred stories ...

**5.2.3 d. Begins to offer personal and academic strengths to peers**

**"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.**

\*recognizes own strengths and talents, and looks for ways to share them with others

May say:

"I can help you spell that word."

"I can show you how to save your work on the computer."

**Grade 3 Specific Outcome 5.2.3**

**Acknowledge and celebrate individual and class achievements**

**Learning Outcomes &**

**Corresponding Illustrative Example(s)**

**By the end of Grade 3 the student ...**

**5.2.3 b. Contributes to individual and class representations for an identified community and/or audience**

May contribute:

- ideas
- expertise
- experiences
- skills
- feelings
- opinions ...

Suggested activities:

- conversations
- journals
- pictures
- poetry recitals
- readers' theatre
- dramatizations
- songs
- dances
- puppet plays
- readings
- classroom and student-centred stories ...

**5.2.3 c. Offers personal and academic strengths to others**

May say:

"I'm going to the Kindergarten room for indoor recess to read to my sister."

"I can help paint the background for the play. I'm good at art."

**General Outcome:**

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

<b>Kindergarten Specific Outcome 5.2.3</b> <b>Contribute to the classroom community</b>	<b>Grade 1 Specific Outcome 5.2.3</b> <b>Celebrate own and others' accomplishments in the classroom community</b>
<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Kindergarten the student ...  5.2.3 . Information is on previous page(s)	<b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b>  By the end of Grade 1 the student ...  5.2.3 . Information is on previous page(s)

## Develop and Celebrate Community

### Celebrate Special Occasions

#### Grade 2 Specific Outcome 5.2.3

Plan and contribute to celebrations in the classroom community

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

5.2.3 . Information is on previous page(s)

#### Grade 3 Specific Outcome 5.2.3

Acknowledge and celebrate individual and class achievements

#### Learning Outcomes &

#### Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

5.2.3 d. Begins to select appropriate language and form to celebrate special events and accomplishments

"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.

\*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 ...

May say:

"When we finish our centres, we would like to invite another class to visit them. We need to check if our centres would work for younger classes or only for the older ones."

**NORTHWEST TERRITORIES  
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