NWT ELA Grade K – 9 Curriculum Continuum

April 30, 2012

Acknowledgments

This document is the NWT ELA K – 9 curriculum reformatted as a continuum to support our understanding of where learning outcomes begin and how they evolve over time and grades.

It is not intended to replace the NWT ELA K 9 Curriculum and please be advised that educators will serve their students best by using the full NWT ELA K 9 Curriculum.
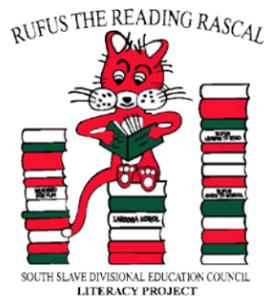
We see this document being used in numerous ways, some of which might include, supporting:

- *Multi-graded classrooms*
- *Student Support Plans*
- *Students' understanding of where specific learning outcomes become more sophisticated and challenging*
- *Parents' understanding of where their student may currently be in their ELA learning and what they are ready for next*
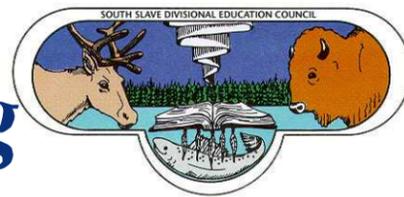
Thank you:

- *2007 – 2010 SSDEC Literacy Coaches for their relentless dedication to improve the tools available to South Slave families, students and educators. As a group you are dynamic, tenacious and inspirational in your quest to meet the needs of all learners*

- *Dorie Hanson, Princess Alexandra School Literacy Coach, for her readiness to engage in this project with qualities of tenacity, unfaltering enthusiasm, rigor, and stamina that exemplify lifelong learning*

- *Peg Pardy, Program Coordinator with Education, Culture and Employment, who committed time, continuous, support, passion for literacy and her deep understanding of the intentions underpinning the NWT ELA K – 9 curriculums*

- *Janice Fehr and Pam Walsh, Project Coordinators, as Program Coordinators with the South Slave Divisional Education*

Please feel free to use this document in any way that supports learning across the North
http://www.ssdec.nt.ca/staff/Literacy/literacy_resources.htm

General Outcome: 1 Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Talk about and/or represent self and listen to others*	*Talk about and/or represent self, listen to others, and demonstrate curiosity*	*Use conversation to explore personal understanding*		*Compare own and others' understandings to reflect upon personal understandings*	*Seek others' viewpoints to reflect on personal understanding*	*Engage in exploratory communication to discover own interpretation and understanding*	*Engage in exploratory communication to discuss and develop diverse ideas, opinions, predictions, conclusions, and understanding about oral, print, and other media text*	*Listen critically and discuss the differences in interpretations and understandings*	*Listen critically and integrate others' interpretations and understandings to develop personal understanding*
1.1.1 EXPRESS IDEAS, CONSIDER OTHERS' IDEAS	Talks about and/or represents personal experiences, feelings, opinions, and familiar events		Talks about and / or represents personal observations, experiences, feelings, opinions, and familiar events	Begins to reflect upon own understanding to reach tentative conclusions	Reflects upon personal understanding to reach tentative conclusions	Reflects upon conclusions and opinions	Reflects upon and **expresses** conclusions, opinions, and personal interpretations	Describes own observations and interpretations, including prior knowledge		
								Reflects on own observations and interpretations		
	Begins to respond to others' experiences and feelings through conversation				Begins to seek others' points of view through oral, print, and other media texts	Seeks others' points of view through oral, print, and other media texts		Listens respectfully and seeks others' points of view		
								Uses others' ideas, perspectives, responses to develop personal thinking and apply understanding in a variety of situations		
						Begins to express personal interpretation based on new understandings	Talks about connections between own and others' observations and interpretations			Talks about connections between own and others' observations and interpretations considering logic and multiple views
								Begins to discuss the differences in own interpretations and understandings with those of others	Begins to integrate others' ideas, perspectives, and responses, to develop own understanding	Begins to revise personal understandings and/or conclusions based on new information and evidence
		Begins to ask questions and/or express interest in new ideas, info, observations, and experiences to explore own meaning	Uses questions and conversations (responses) to explore personal understanding		Uses questions and conversations to compare own and others' ideas and responses	Begins to extend questions and answers to clarify others' ideas, information, and experiences	Extends questions and answers to clarify others' ideas, information, and experiences		Discusses the differences in own interpretations and understandings with those of others	Integrates others' ideas, perspectives, and responses to develop personal understanding

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

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Express text preferences (oral, print, and other media texts)*	*Express and explain text preferences (oral, print, and other media texts)*		*Explain examples of text preferences*	*Explain preferences for particular forms and genres of oral, print, and other media texts*			*Explore a variety of genres, authors and artists in oral, print, and other media texts, including those recommended by peers*	*Pursue own interest in specific genres by particular writers, artists, storytellers, film makers; seeking recommendations from others*	*Compare preferences for texts and genres, by particular writers, artists, storytellers, and film makers through discussions with peers*
1.1.2 EXPRESS PREFERENCES	Talks about favourite texts		Chooses appropriate texts of personal interest, with guidance	Chooses appropriate texts of personal interest	Begins to choose appropriate texts independently and / or following peer recommendations	Chooses appropriate texts independently and / or following peer recommendation	Chooses appropriate texts independently and/or following recommendation			
								Explains personal preferences using examples	Explains personal preferences for specific genres, works, authors/ artists, using examples	Makes and explains connections between own and others' personal preferences using examples
	Begins to choose texts of personal interest, with guidance	Chooses suitable texts of personal interest, with guidance	Explains why different oral, print and other media texts are preferred	Explains personal preferences with examples of preferred text (oral, print, and other media	Discusses preferences for particular author, genre, medium, and/or form			Highlights aspects of genres and/or forms in discussions with peers	Highlights craft and artistry of preferred genres, works, and/or authors/artists, using examples	Compares craft and artistry of own/ others' preferred genres, works, and/or authors, artists, using examples
	Begins to explain why a particular text is preferred	Explains why a particular text is preferred	Begins to explain preferences for a particular medium	Explains preferences for a particular medium						
SOs	*Participate in classroom activities*	*Choose to engage in classroom activities*	*Reflect about self as reader, writer, viewer, listener, speaker, and representer*	*Use reflections (about self as language user) to set goals*	*Identify areas of own accomplishment and areas for enhancement in language learning and use*	*Set personal goals to enhance language learning and use*	*Reflect on personal language use and revise personal goals to enhance language learning and use*	*Describe and assess own language use and revise personal goals to enhance language learning and use*	*Describe, assess, and monitor personal language goals to enhance language learning and use*	*Describe, assess, monitor, and reflect on attainment of personal goals*
1.1.3 SET GOALS	Expresses desire to read / view /listen	Chooses to talk, read, write, and represent with and for others	Reflects upon and discusses **reading/ listening/viewing** strengths and challenges (behaviours, skills, and strategies)	Reflects on and discusses **reading /** l**istening/viewing** strength challenges (behaviours, skills, and strategies)	Reviews **goals** set to improve **reading /** listening / viewing (behaviours, skills, and strategies)	Begins to set **criteria** to assess the goals set for reading/listening /viewing (behaviour, skills, and strategies)	Sets the **criteria** to assess the goals set for improving language use	Collaboratively develops criteria to assess language use		
	Talks about what has been read / heard / viewed			Uses strengths and challenges to set goals to improve **reading/ listening/viewing**	Uses strengths and challenges to set **goals** to improve **reading/writing** /viewing / representing/ listening/speaking (behaviours, skills, and strategies)		Uses strengths and challenges to set **goals** to improve language use (behaviours, skills, and strategies)	Uses strengths and challenges to set goals to improve language use		
	Expresses desire to talk / write and/or illustrate		Reflects upon and discusses **writing / speaking/ representing** strengths and challenges (behaviours, skills, and strategies)					Considers examples of, and participates in discussions about, the purposeful & effective use of language		
	Talks about writing and representing			Reflects on, discusses **writing / speaking/ representing,** strengths/challenges	Reviews **goals** set to improve **writing / speaking/ representing**	Begins to set **criteria** to assess goals set for **writing / speaking/ representing**				

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

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Talk about connections between prior and new experiences and /or information*	*Make connections between prior and new experiences / information*	*Clarify new understandings of connections*	*Uses prior knowledge and new information to draw conclusions*	*Connect new information and experiences with prior knowledge to construct meaning in different contexts*	*Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts*	*Reflect on prior knowledge and experiences to arrive at new understanding*	*Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings*	*Reflect on prior knowledge and experiences, and structure and restructure ideas and information in meaningful ways, in order to clarify, extend and revise conclusions and understandings*	*Structure and restructure ideas and information to extend current understandings, reflect on new understanding, identify knowledge gaps, and broaden perspectives of the world*
1.2.1 COMBINE IDEAS AND DEVELOP UNDERSTANDING	Begins to talk about connections between prior and new experiences and/or knowledge	Talks about connections between prior and new experiences, information and/or knowledge to clarify new understandings	Asks questions and talks about connections between prior and new experiences, information and/or prior knowledge to clarify new understandings	Draws simple conclusions based on connections	Begins to reach tentative conclusions, based on the connections between prior and new experiences, observations, information, ideas and/or knowledge	Reaches tentative conclusions based on the connections between prior & new experiences, observations, information, ideas and/or knowledge	Begins to apply current understandings and/or conclusions to new contexts	Applies current understandings and /or conclusions to new contexts / Recognizes that understandings and/or conclusions may change based on new information	Revises understandings and/or conclusions based on new information	Revises understandings and/or conclusions based on new information and perspectives
						Begins to explain conclusions (based on the connections between prior and new experiences, observations, information, ideas and/or knowledge)	Explains conclusions (based on the connections between prior and new experiences, observations, information, ideas and/or knowledge)	Chooses and applies methods of organizing ideas and information that clarify main ideas	Chooses and/or adapts and applies methods of organizing ideas and information that synthesize ideas from various sources	Choose, adapt and/or create and apply methods of organizing ideas and information that synthesize ideas from various sources
				Begins to formulate new questions to clarify new understandings (ideas, information and experiences)	Formulates new questions to clarify new understandings (ideas, information, and experiences)	*Formulates new questions* and begins to extend questions and answers to *clarify* and *connect* others' ideas, information, and experiences	Extends questions and answers to clarify and connect others' ideas, information, and experiences			
SOs	*Communicate opinions and ideas*	*Explore personal and others' opinions*	*Explore personal and others' opinions and understandings*		*Express new concepts and understanding in own words and explain their opinions*	*Explain the importance of linking personal perceptions*	*Explain own viewpoints in clear and meaningful ways and revise previous understanding*	*Summarize and represent personal viewpoints in clear and purposeful ways*	*Summarize, explain, and represent personal viewpoints in clear and purposeful ways*	*Review and refine own viewpoints through reflection, feedback and self assessment*
1.2.2 EXPLAIN OPINIONS	States own opinions, ideas/thoughts	Explores own opinions and ideas (concepts)	Begins to explain personal opinions, understandings, and idea (concepts)	Explains personal opinions, understandings, and ideas (concepts)		Adjusts personal opinion based on personal observations, descriptions, and interpretations		**Summarizes** and **explains** personal viewpoints with a **specific audience** in mind		Summarizes/explains own views for the purpose of receiving feedback from a **specific audience**
					Begins to adapt own opinion based on own observations	Adapts, explains personal understanding of concepts by **integrating** others' opinions/ideas and texts		Uses features of oral language, visuals, and/or other media to *present personal viewpoints*	Uses purposefully-chosen features of oral language, visuals, and/or other media to **present** personal viewpoints	Uses purposefully-chosen features of oral language, visuals, and/or other media to **present** own views and refines ideas based on reflection and feedback

5

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

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Communicate opinions and ideas*	*Explore personal and others' opinions*	*Explore personal and others' opinions and understandings*	*Express new concepts and understanding in own words and explain their opinions*	*Explain the importance of linking personal perceptions*	*Explain own viewpoints in clear and meaningful ways and revise previous understanding*	*Summarize and represent personal viewpoints in clear and purposeful ways*	*Summarize, explain, and represent personal viewpoints in clear and purposeful ways*	*Review and refine own viewpoints through reflection, feedback and self assessment*	*Communicate opinions and ideas*
1.2.2 EXPLAIN OPINIONS	Begins to listen to others' opinions, ideas, thoughts	Listens to others' opinions and ideas (concepts)	Explores personal and others' opinions, understandings, and ideas (concepts) *(spans grades 2–3)*		Begins to compare own and others' opinions and ideas	**Begins** to use **evidence** to support revisions of previous understandings (through exploration of other opinions, ideas, experiences)	Uses **evidence** to support revisions of previous understandings (through exploration of other opinions, experiences, ideas)			

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

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Use prior knowledge to make connections between self and texts (oral, print, and other media)* *(spans grades K–4)*					*Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding* *(spans grades 5–7)*			*Make and explain connections between previous experiences, prior knowledge, and texts*	*Make, explain, and evaluate connections between previous experiences, prior knowledge and texts*
2.1.1 PRIOR KNOWLEDGE AND CONNECTIONS	Begins to talk about connections between personal experiences and prior knowledge ideas in a text	Talks about the connections between personal experiences and prior knowledge and ideas in a text	Identifies connections and begins to discuss differences between experiences / prior knowledge and newly learned information from texts *(spans grades 2–3)*		Begins to seek to understand, through discussion, the connections others have identified	Seeks to understand, through discussion, the connections others have identified *(spans grades 5–7)*			Uses questioning and paraphrasing in discussion to understand and evaluate connections others have identified *(spans grades 8–9)*	
	Begins to represent the connections that evolved from conversations and the exploration of texts	**Represents** the connections that evolved from conversations and the exploration of texts *(spans grades 1–5)*					**Represents** the connections that evolved from conversations and the exploration of texts; Begins to **explain the connections** that evolve from the exploration of texts (oral, print, and other media)	*Explains* connections developed through exploration of texts	Explains how connections developed from text exploration lead to new understandings	**Compares** how different connections developed from text exploration lead to different awareness
					Begins to **integrate** & **describe** new ideas and info into personal understanding	**Integrates** and **describes** new ideas and information into personal understanding	Integrates new ideas and **information** into personal understanding	*Integrates* new ideas and information (developed from the connections between prior knowledge and experiences and texts) into personal understandings	Explains how new ideas and information (resulting from connections between prior knowledge, texts and experiences) are integrated into personal understandings *(spans grades 8–9)*	

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

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Talk about and anticipate meaning from print, symbols, and images; begin to use comprehension strategies to construct & confirm understanding*	*Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding*	*Discuss anticipated meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding*	*Set a purpose and discuss anticipated meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding*		*Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding*	*Anticipate meaning of text; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding*	*Select and use appropriate comprehension strategies to construct, revise and explain understanding of texts*	*Select, adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts*	*Create and/or adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts*

2.1.2 COMPREHENSION STRATEGIES

K	1	2	3–6	7–9
Demonstrates *reading-like behaviours*	Demonstrates and talks about own **reading behaviours**	Begins to reflect on own **reading behaviours**	Reflects upon own **reading behaviours**	Reflects upon and **explains** own **reading behaviours**
Recognizes that print and pictures are connected				
Recognizes that print has meaning	Recognizes the meaning of common symbols and images	Begins to understand what is read (texts of suitable complexity of content and style) *recognizes when what is read makes sense or does not make sense	Understands what is read *using texts with a suitable complexity of content and style	**Monitors** understanding of texts with a suitable complexity of content and style
Retells stories				
Recognizes and begins to predict the meaning of familiar symbols and images and print	Asks questions and makes comments to foresee meaning of symbols, images, print			
Begins to use key comprehension / thinking strategies to construct and confirm understanding, with guidance		Uses key thinking and/or comprehension strategies to construct and confirm understanding, with guidance		Selects and uses thinking and/or comprehension strategies to construct and confirm understanding
		(**GR2** "Begins to") Sets a **purpose** for listening, viewing or reading to anticipate meaning		
	Begins to talk about what was learned to revise grasp of text, based on new info *using texts with a suitable complexity of content and style	Talks about what was learned to revise understanding of text, based on new information *using texts with a suitable complexity of content and style	**Revises** understanding of text, based on new information *using texts with a suitable complexity of content and style	**Explains** revised understanding of text based on new information *using texts with a suitable complexity of content and style

SOs	K	1–6	7–9
	Begin to use textual cues in context	*Use textual cues to construct and confirm meaning*	*Use textual cues to construct and confirm meaning within and across texts*

2.1.3 TEXT FEATURES

K	1	2–9
Recognizes environmental print, symbols, and images, in context	Begins to use textual cues to anticipate, construct, and confirm meaning from **narrative** text	Uses textual cues to anticipate, construct, and confirm meaning from **narrative** text
Reads own name, in context		
Begins to recognize familiar words and words that have personal significance, in context	Begins to use textual cues to anticipate, construct, and confirm meaning from **expository** text	Uses textual cues to anticipate, construct, and confirm meaning from **expository** text
	Begins to use textual cues to anticipate, construct, and confirm meaning from **poetic** text	Uses textual cues to anticipate, construct, and confirm meaning from **poetic** text

General Outcome: 2 The student will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts.										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Begin to use textual cues in context*	*Use textual cues to construct and confirm meaning*							*Use textual cues to construct and confirm meaning within and across texts*		
2.1.3 TEXT FEATURES	Recognizes environmental print, symbols, and images, in context	Begins to use textual cues to anticipate, construct, and confirm meaning from **narrative** text	Uses textual cues to anticipate, construct, and confirm meaning from **narrative** text								
	Reads own name, in context										
	Begins to recognize familiar words and words that have personal significance, in context	Begins to use textual cues to anticipate, construct, and confirm meaning from **expository** text	Uses textual cues to anticipate, construct, and confirm meaning from **expository** text								
		Begins to use textual cues to anticipate, construct, and confirm meaning from **poetic** text	Uses textual cues to anticipate, construct, and confirm meaning from **poetic** text								

Grade	K	1	2	3	4	5	6	7	8	9
General Outcome: 2 The student will listen, speak, read, write, view and represent **to comprehend and respond personally and critically to oral, print, and other media texts.**										
SOs	*Recognize that letters represent sounds and words*	*Use knowledge of phonics and sight vocabulary with context cues to construct and confirm meaning*	*Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context cues to construct and confirm meaning*	*Use vocabulary, language structure and context to construct meaning of a text*				*Explain how vocabulary, language structure and context help readers construct meaning of a text*		
2.1.4 CUEING SYSTEMS - GRAPHOPHONIC	Identifies some letters of the alphabet both upper and lower cases	Identifies **all** letters of the alphabet (upper and lower cases)			Reads for meaning; monitors, and self corrects					
					Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)					
	Begins to identify sounds in words	Begins to develop decoding strategies (uses letter names and sounds to decode familiar/unfamiliar words in context)	Continues to develop decoding strategies in context	Applies, phonetic rules and strategies to decode unfamiliar words in context	Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context					
		Identifies sounds in words	Uses letter names and sounds to decode familiar & unfamiliar words in context		*Identifies* and *describes* text structures, punctuation, and word order used in texts				Describes and explains how text structures, punctuation, and word order relate to the meaning of the text	Evaluates the impact of text structures, punctuation, and word order on the purpose and meaning of text
		Identifies initial and final consonant sounds in context	Identifies initial, medial, and final consonants in context	Extends sight vocabulary / high frequency words	*Infers* author's or creator's purpose, audience, and choice of structure or form, in support of personal interpretations of text				Explains personal interpretations of author's or creator's purpose, audience, and choice of structure or form	Explains and evaluates interpretations of author's or creator's purpose, audience, and choice of structure or form
		Begins to identify medial consonant sounds in context	Begins to use consonant combinations in context	Applies knowledge of word analysis & context cues to predict meaning of new words, with help						
			Begins to use vowel combinations in context		*Selects* and *uses* a variety of strategies to construct and confirm meanings of both known and unfamiliar words				Selects, adapts and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words	
		Begins to identify vowel sounds in context	Identifies long and short vowel sounds in context							

General Outcome: 2 The student will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts.

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Recognizes that print has meaning*	*Use word meaning, phonics, and sight vocabulary to construct and confirm meaning*	*Integrate word meaning with knowledge of phonics and sight vocabulary, structural analysis, and context cues to construct and confirm meaning*							
2.1.5 CUEING SYSTEMS - SEMANTIC	Recognizes that print has meaning and/or that scribbles represent words	Reads high frequency words, familiar words, and words that have personal significance, in context	Read familiar words and unfamiliar words in context							
	Begins to read familiar words and words that have personal significance									
	Begins to read for meaning	Reads for meaning and begins to monitor and self-correct								
		Begins to read familiar and predictable texts with some fluency (accuracy, expression, automaticity)	Reads familiar and new texts (grade suitable with some fluency							
		Begins to apply knowledge of word analysis to predict meaning, with guidance	Applies knowledge of word analysis to predict meaning of new words, with guidance							

10

Grade	K	1	2	3	4	5	6	7	8	9

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

	K	1	2	3	4	5	6	7	8	9
SOs	*Recognize that letters go together to make words and words to make sentences*	*Use knowledge of words and sentences with word meaning, phonics, and sight vocabulary to construct and confirm meaning*	*Integrate knowledge of structural analysis, word meaning, phonics, and sight vocabulary with context cues to construct and confirm meaning*							
2.1.6 CUEING SYSTEM - SYNTAX	Recognizes that letters go together to make words and word go together to make sentences	Recognizes when language is not structured correctly (word order)								
	Begins to talk about periods in familiar text	Begins to attend to end punctuation, word boundaries, and capitalization when reading aloud	Attends to end punctuation, word boundaries, and capitalization when reading aloud							
		Begins to recognize that different text structures are required for different purposes	Recognizes that different text forms are required for different purposes							
		Begins to apply knowledge of grammar to predict meaning, with guidance	Applies knowledge of grammar to predict meaning, with guidance							
SOs	*Begin to talk about context and purpose in texts*	*Use context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis, to construct and confirm meaning*	*Integrate context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis to construct and confirm meaning*							
2.1.7 CUEING SYSTEMS – PRAGMATIC	Begins to interact with text to talk about an author's/creator's purpose, audience, and choice of structure or form	Interacts with text to talk about an author's/creator's purpose, audience, and choice of structure or form								
	Begins to make inferences to negotiate meaning of text (personal interpretations), with guidance	Makes inferences to negotiate meaning of text (personal interpretations), with guidance								

General Outcome: 2 The student will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts.										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Explore a variety of oral, print, and other media texts*									

	Listens to/reads/views stories represented through oral, print, and other media texts from **diverse cultures**							Sets a purpose for reading, listening to, or viewing oral, print, and other media texts from **diverse cultures**		
	Sets a **purpose** for reading									

	K	1	2	3	4	5	6	7	8	9
2.2.1 EXPERIENCES VARIOUS TEXTS	Explores a variety of **narrative** texts (**Required for K**: sequenced pictures, illustration/ video, oral stories, story books [wordless picture books or with low proportion of text], class generated story books, predictable books, puppet plays, improvisations/dramatizations, narratives where there are: concrete characters, plot includes clear sequence (BME), ideas/content/vocabulary/theme age appropriate, and setting is obvious/singular)	Explores a variety of **narrative** texts (**Required for GR 1**: sequenced picture, illustrations and/or videos; oral stories; story books [wordless picture books or with low proportion of text, story and picture books written by classmates; predictable books; plays; improvisations and dramatizations; traditional tales – fairy tales; narratives where plot has clear sequence [BME]; where setting [time/place] is obvious and singular, where ideas, content, vocabulary and theme are grade appropriate, and where main and minor character are predictable, concrete, close to learner's experiences)	Explores a variety of *narrative* texts (**Required for GR 2**: sequenced picture, illustrations and/or videos; oral stories; story books with increasing proportion of text, story and picture books written by classmates; predictable books; plays; improvisations and dramatizations; traditional tales – fables, legends, tall tales, folk tales; novelettes [often in a series, chapters are very short 2-3 pages], narratives where plot has clear cause-effect pattern; where setting [time/place] is obvious and singular, where ideas, content, vocabulary and theme are grade appropriate, and where main and minor character are predictable, concrete, close to learner's experiences)	Explores a variety of *narrative* texts (**Required for GR 3**: sequenced pictures, illustrations and/or videos; oral stories [audio representation]; story books [high proportion of text]; stories and picture books written by classmates; predictable books; play [scripts]; improvisations and dramatization; traditional tales – myths, novelettes [often in a series, chapters are very short [5-10 pages], narratives where: main and minor characters are predictable, concrete, close to learner's experiences and often stereotypical; where: setting [time/place] is obvious and singular; where: plot includes action, problem is solved and there is no ambiguity in the ending; where: ideas, content, vocabulary, and theme are grade appropriate)	Explores a variety of *narrative* texts (**Required for GR 4**: sequenced pictures, illustrations and/or videos; oral stories [audio representation]; story books [high proportion of text and increasingly sophisticated themes]; stories and picture books written by classmates; predictable books; play [scripts]; improvisations and dramatization, plays [scripts]; traditional tales: fairy talks, fables, legends, tall tales, folk tales, myths; novelettes [often in a series, chapters are short [5-10 pages] with an increasing amount of text on each page, with few or no illustrations, featuring action but less dialogue and increasing description, often written in the first person, each chapter usually presents and solves a problem; range 80-120 pages; narratives where: main and minor characters are predictable, concrete, close to learner's experiences and often stereotypical;	Explores a variety of narrative texts (**Required in GR5**: story books [high proportion of text and increasingly sophisticated themes]; plays [scripts]; traditional tales; graphic novels; novels: chapters are relatively short [10pages], with few or no illustrations, featuring action but less dialogue and increasing description, varied sentence lengths, often written in the first person; each chapter usually presents a and solves a problems; range 100-150 pages; **narratives** where; the main and minor characters are predictable, often stereotypical, but some complexity in characters is evident, main character is clearly identifiable, relationships between characters are increasingly more important; narratives where setting is obvious and singular [in novels two or more settings are possible], some foreshadowing or flashbacks;	Explores a variety of narrative texts (**Required in GR6**: story books (high proportion of text and increasingly sophisticated themes; play [script]; traditional tales; short stories; **novels**: chapters are relatively short [10 pages] with few or no illustrations, featuring action, minor dialogue, considerable description, varied sentence lengths, challenging vocabulary, often written in the first person or narrated, each chapter usually presents and solves a problem or a new attempt at solving the same problem, range 100-180 pages; **narrative** where the main and minor **characters** are predictable, often stereotypical but some complexity in characters is evident, main character is clearly identifiable, relationships between characters are central,	Explores a variety of **narrative, expository,** and **poetic** texts and expresses preferences for particular texts (**Required GR7: novels** longer chapters with few illustrations, featuring action, dialogue, considerable description, varied sentence length, challenging vocabulary; narratives, fantasy, editorials, reviews, interviews, ballads, lyrics, essays)	Explores a variety of **narrative, expository,** and **poetic** texts and explains preferences for particular texts (**Required GR8: novels,** short stories, scripts, critiques, memoirs)	Explores a variety of **narrative, expository,** and **poetic** texts and explains preferences for particular texts (**GR9 Required**: satire, essays, government documents/ publications, reports, free verse, biopoem)

Grade	K	1	2	3	4	5	6	7	8	9
SOs					*Explore a variety of oral, print, and other media texts*					

2.2.1 EXPERIENCES VARIOUS TEXTS					(CONTINUED) where: setting [time/place] is obvious and singular; where: plot includes clear sequence [BME], action, problem is solved and there may be a simple twist at the end, clear cause-effect pattern; where: ideas, content, vocabulary, and theme are grade appropriate)	(CONTINUED) narratives where plot includes clear sequence, action, problem is solved and there may be a simple twists at the end, clear cause-effect pattern; narratives where ideas, content, vocabulary, and theme are grade appropriate)	(CONTINUED) **narrative** where **setting** is obvious and singular [in novels two or more settings are possible], some foreshadowing of flashbacks; **narratives** where **plot** includes clear sequence, action, problem is solved and there may be a simple twist at the end, clear cause-effect patterns, often features suspense; **narratives** where **ideas**, content, vocabulary and theme are grade appropriate)			
	Explores a variety of **expository** texts (**Required for K**: alphabet and number books, simple predictable informational books, environmental print, charts, pictographs, visual schedules, morning message, lists, web sites, catalogues) (CONTINUED BELOW)	Explores a variety of **expository** texts (**Required for GR 1**: simple predictable informational books, environmental print, charts, pictographs, visual schedules, morning message, web sites, predictable books, explanations, simple maps and diagrams, "how to" books, letters, simple informational texts, pictures in magazines, pictionaries, simple graphic organizers)	Explores a variety of *expository* texts (**Required for GR 2**: primary magazines, primary information web sites, simple maps/charts, info posters, recipes, schedules ,informational text with pictures/ diagrams and higher proportion of text, schedules, menus, TV listings, cards and invitations, hockey cards, game cards, calendar, addresses and envelopes)	Explores a variety of *expository* texts (**Required for GR 3**: book jackets, DVD covers, magazines, brochures, newsletters, surveys, board games, agendas, itineraries, schedules, trivia, informational books focused on a more narrow topics, higher proportion of text to illustrations)	xplores a variety of *expository* texts (**Required for GR 4:** book reviews, observations, histories, prologues, news and weather reports; letters [to officials or editors]; autobiographies; speeches; varied forms of data collections; thesauri; brochures, pamphlets; newspapers; science experiments; book jackets; DVD covers; magazines; newsletters; surveys; board games; agendas, itineraries, schedules; trivia)	Explores a variety of *expository* texts (**Required in GR5:** biographies, study notes, documentaries, text books, instructions, book eviews, observations, histories, prologues, news and weather reports, letters [to officials or editors], autobiographies, speeches, varied forms of data collections, thesauri, brochures, newspapers, pamphlets, science experiments)	Explores a variety of *expository* texts (**Required in GR6:** manuals, book and movie reviews; task cards and instructions; biographies; study notes; documentaries; text books; instructions; observations; histories; prologues; news and weather reports; letters [to officials or editors]; autobiographies; speeches; varied forms of data collections; (thesauri; brochures; newspapers; pamphlets; science experiments)			

General Outcome: 2 The student will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts.										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Explore a variety of oral, print, and other media texts*									
	Explores a variety of **poetic** texts **(Required for K**:poems with lots of repetition, strong rhythm, rhyming patterns, some simple figurative language [onomatopoeia (sounds), alliteration])	Explores a variety of **poetic** texts **(Required for GR 1**: poems with: lots of repetition [refrain, lines, phrases], strong rhythm, description [grade suitable vocabulary and qualifiers], rhyming patterns, simple figurative language [onomatopoeia, alliteration]	Explores a variety of *poetic* texts **(Required for GR 2**: poems with: lots of repetition [refrain, lines, phrases], strong rhythm, description [grade suitable vocabulary and qualifiers], rhyming patterns, free verse, simple figurative language – onomatopoeia, alliteration, simile and/or comparison)	Explores a variety of *poetic* texts **(Required for GR 3**: poems with lots of repetition, strong rhythm, description, rhyming patterns, some simple figurative language [onomatopoeia, alliteration, simile and/or comparison, personification)	Explores a variety of *poetic* texts **(Required for GR 4**: poems with: lots of repetition [refrain, lines, phrases], strong rhythm, description [grade appropriate vocabulary / qualifiers], rhyming pattern, and some simple figurative language [often includes onomatopoeia [sounds], alliteration, simile and/or comparison, personification], free verse)	Explores a variety of poetic text **(Required in GR5**: poems with: lots of repetition[refrain, lines, phrases], some rhythm, description [grade appropriate vocabulary / qualifiers], some simple figurative language [alliteration, simile and/or comparison, personification, metaphor], free verse)	Explores a variety of poetic texts **(Required in GR6**: poems with some repetition, strong rhythm, description, some figurative language [alliteration simile, and/or comparison, personification, metaphor, hyperbole/exaggeration: overstatement & understatement)			
SOs	*Respond to texts creatively and critically*									
2.2.2 RESPONDS VARIOUS TEXTS	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 – see full curriculum document for examples							Responds through **creative writing** and **representation** to shared and independent listening, reading, and viewing experiences		
								Discusses personal responses to shared and independent listening, reading, and viewing experiences	**Explains** personal responses to shared and independent listening, reading, and viewing experiences	Explains and **supports** personal responses to shared and independent listening, reading, and viewing experiences

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

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Tell about personal connections with texts (oral, print, and other media) from various communities*		*Identify similarities and differences between self and portrayals in texts (oral, print, and other media) from other communities.*	*Describe similarities and differences between self and portrayals in texts (oral, print, and other media) from other communities*	*Describe how groups are portrayed in texts (oral, print, and other media) from other communities*	*Develop personal perspective of cultural representations in texts (oral, print, and other media)*	*Identify bias and stereotype in texts to extend personal perspective of cultural representations (oral, print, and other media) and real life*	*Identify ideas, points of view, and bias in texts*	*Identify and compare ideas, points of view, and bias, in and across texts*	*Compare and critique ideas, points of view, and bias, in and across texts*
2.2.3 CONNECTS SELF, TEXTS, AND CULTURES	Begins to tell about personal connections with characters in narrative texts from various communities and cultures	Talks about personal connections with characters in narrative texts from various communities and cultures	Begins to describe similarities/differences between self/ one's culture and various characters, communities, cultures portrayed in texts	Describes similarities, differences between oneself/ one's culture and various characters, communities, cultures portrayed in texts	Begins to compare & contrast oneself / one's culture to various characters, communities and/ or cultures portrayed in texts	Compares and contrasts oneself / one's culture to various characters, communities and / or cultures portrayed in texts	Begins to interpret the portrayals of various characters, communities and / or cultures in texts	**Describes** portrayals of various characters, communities and/or cultures in texts	**Compares** portrayals of various characters, communities and/or cultures in and across texts	**Critiques** portrayals of various characters, communities and/or cultures in and across texts
	Begins to tell about own connections with informational and /or poetic from various communities, cultures	Talks about own connections with informational and /or poetic from various communities, cultures			Begins to reflect upon own perspective of cultural representations in texts	Reflects upon personal perspective of cultural representations	Begins to explore how personal insights of cultures, communities are influenced through texts	**Describes** how personal understanding of cultures and communities are influenced by texts	**Compares** how personal understanding of cultures, communities are influenced by different texts	**Evaluates** how personal and others' understanding of cultures, communities may be influenced by various texts
						Begins to identify **bias** and **stereotype** in text and real life *be aware of sensitivity to other	**Identifies bias** and **stereotype** in text and real life	**Describes bias** and **stereotypes** in texts	**Compares bias** and **stereotypes** in and across text	**Critiques bias** and **stereotypes** in and across texts
							Begins to identify how similar ideas / **themes** are explored in texts	**Identifies** how similar ideas and **themes** are explored in texts from various cultures and communities	**Compares** how similar ideas and **themes** are explored in texts from various cultures and communities	**Evaluates** how similar ideas and **themes** are explored in texts from various cultures and communities
			Begins to talk about how groups of people are portrayed in texts	Talks about how groups of people are portrayed in texts	Describes how groups of people are portrayed in texts			Compares how groups of people are portrayed in texts		**Critiques** how groups of people are portrayed in and across texts

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

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Talk about what is realistic and imaginary in a variety of forms and genres of texts*	*Talk about audience and purpose when exploring different forms and genres of texts*	*Recognize differences among a variety of forms and genres of texts; talks about audience/purpose in relation to form/genre*	*Recognize that the same information can be represented in a variety forms or genres*	*Talk about the purposes of the genres and their corresponding forms*	*Talk about the relationship between genre / form and audience / purpose*	*Discuss the strengths and limits of various forms and genres*	*Describe attributes of genres and/or forms*	*Examine the relationship between genres/forms and audience/purpose*	*Evaluate the relationship between genres/forms and audience/purpose*
2.3.1 FORMS AND GENRES	Begins to talk about the different **forms** and **genres** of texts	Begins to recognize differences in **forms** and **genres** of texts	Recognizes differences among a variety of forms and genres of texts	Identifies the same information and ideas in a variety of forms and genres of texts						
	Begins to talk about **audience** in relation to a form or genre	Talks about **audience** in relation to a form or genre		Identifies the audience in form and genre	Identifies the audience in form or genre	Talks about the **relationship** between genre / form and audience/purpose		**Identifies** characteristics of a variety of forms and genres	**Identifies how** genre or form of texts are related to audience and purpose	**Evaluates** effects of genre or form of texts on audience and purpose
	Begins to talk about **purpose** in relation to a form or genre	Talks about **purpose** in relation to a form or genre								
			Begins to sort forms according to genres (narrative, expository, and poetic), and their purposes		Sorts forms according to genres (narrative, expository, poetic)and their purposes	Begins to discuss the strengths and limits of various forms and genres	Discusses the **strengths** and **limits** of various forms and genres		**Compares** strengths and limits of various forms and genres	**Evaluates** strengths and limits of texts based on forms and genres
	Talks about the **differences** between what is **realistic** and **imaginary**	Recognizes the **differences** between what is **realistic** and **imaginary**		Begins to talk about differences between the genres: narrative, expository and poetic	Talks about the differences between the genres: narrative, expository, and poetic					
				Begins to talk about literature in reference to sub-genres	Talks about literature in reference to sub-genres	Discusses **literature** in reference to sub-genres				
SOs	Listen, read, and view to experience the techniques and elements of texts				Listen, read, and view texts to understand how the techniques and elements interact to create effects			*Describe how techniques and elements are used in texts*	*Compare how techniques and elements are used in texts*	*Evaluate how techniques and elements are used in texts*
2.3.2 ELEMENTS OF TEXT	Begins to talk about **elements** of **narrative** texts to develop a sense of story	Talks about and begins to identify **elements** of **narrative** texts	Talks about and **identifies elements** of **narrative** texts to develop a sense of story		Talks about and identifies the elements of narrative texts to explore their connections			Identifies, describes within **narrative**, **expository**, **poetic** texts	**Compares elements** within and across narrative, expository, and poetic texts	**Evaluates** the use of elements within and across narrative, expository, and poetic texts
	Begins to talk about **elements** of **expository** texts	Talks about/begins to identify **elements** of **expository** texts that guide an inquiry	Talks about and **identifies elements** of **expository** texts that guide an inquiry		Talks about/identifies elements of expository texts that guide inquiry					
	Begins to talk about **elements** of **poetic** texts to explore their effectiveness	Talks about/begins to identify **elements** of **poetic** texts to explore their effectiveness	Talks about and **identifies elements** of **poetic** texts to explore their effectiveness		Talks about/identifies elements of poetic texts to explore their efficacy					
	Begins to talk about **techniques** used to support text **narrative, expository, poetic**)	Talks about and **begins** to identify techniques used to support text **narrative, expository, poetic**	Talks about and **identifies techniques** used to support text (**narrative, expository, poetic**)					**Identifies**/describes *techniques* used to support **narrative**, **expository**, and **poetic** texts	**Compares techniques** used to support narrative, expository, and poetic texts	Evaluates the use of techniques used to support *narrative, expository*, and *poetic* text

General Outcome: 2 The student will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts.										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Talk author's use of voice, vocabulary and language in a variety of oral, print, and other media texts*						*Explain how the author develops voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts*	*Identify descriptive and figurative language and stylistic techniques*	*Compare effects of descriptive and figurative language and stylistic techniques within and across texts*	*Evaluate effects of descriptive and figurative language and stylistic techniques within and across texts*
2.3.3 WORD CHOICE AND ARTISTRY OF TEXTS	Begins to ask and answer questions about **new** vocabulary	Asks and answers questions about **new** vocabulary								
		Begins to use new vocabulary in spoken and written expressions	**Extends** vocabulary while speaking, reading and writing							
	Begins to respond to the sounds, images, or rhythms created through effective word choice	Responds to the sounds, images, or rhythms created through effective word choice	Begins to identify words, techniques or elements an author has chosen to create sounds, images, or rhythms	Identifies words, techniques, or elements an author has chosen to create sounds, images, or rhythms	Begins to explain how author uses words, techniques, or elements to create sounds or images	Explains how an author uses words, techniques, or elements to create sounds or images	Explains how effective author's choice of words, techniques, or elements are used to clarify/enhance	**Identifies** and describes how **word choice** and **stylistic techniques** clarify and enhance meaning	**Compares** effects of word choice and stylistic techniques within and across texts	**Evaluates** effectiveness of word choice and stylistic techniques within and across texts
	Begins to talk about how an author expresses voice, with guidance	Talks about how an **author** expresses **voice**, with guidance					**Explains** how an author expresses voice, with guidance	Begins to **compare** how authors express **voice** in oral, print, and other media texts	**Compares** how authors express voice in oral, print, and other media texts	**Critiques** the effectiveness of ways authors express voice in oral, print, and other media texts
				Begins to identify humour in text	Begins to describe how humour is created using language & visual imagery	Describes how humour is created using language and visual imagery	**Begins** to understand the subtle ambiguity of language and the importance of precise language	**Identifies** instances of **ambiguous** and/or **precise** use of language and suggests meaning based on context	**Compares** connotation and denotation of language choices using contextual evidence	**Critiques** effectiveness of ambiguous and/or precise language choices using contextual evidence

General Outcome 3 The student will listen, speak, read, write, view and represent **to plan and focus an inquiry or research and interpret and analyze information and ideas,** through a process										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Discuss personal knowledge of a topic in own and group inquiry*	*Discuss personal knowledge of a topic to discover information needs in own and group inquiry*	*Record personal knowledge of a topic to identify information needs in own and group inquiry*	*Use self-questioning to determine personal knowledge of a topic and identify information needs in own and group inquiry*	*Categorize personal knowledge of a topic to determine information needs in own and group inquiry*	*Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry*	*Summarize and focus personal knowledge of a topic to determine information needs in own and group inquiry*	*Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry*		
3.1.1 USES PERSONAL KNOWLEDGE	Begins to talk about personal knowledge and experiences of topic being discussed	Talks about personal knowledge and experiences of topic being discussed	Talks about personal knowledge of topic of inquiry or research			Begins to summarize prior knowledge, personal information, ideas of a topic, of inquiry or research, into categories	**Summarizes** prior knowledge, personal information, ideas of a topic of inquiry or research, into categories	**Summarizes** prior personal and factual knowledge related to a topic of inquiry or research		
		Begins to identify missing information in personal knowledge	Categorizes personal knowledge of topic of inquiry or research / Identifies missing information in personal knowledge		Identifies missing categories and information gaps in personal knowledge	*Identifies missing categories* and information gaps in personal knowledge of a topic of inquiry or research				
		Begins to identify inaccuracies in personal knowledge	Identifies inaccuracies in personal knowledge							
			Begins to use self-questioning to focus information needs for a topic of inquiry or research	Uses self-questioning to focus information needs	Continues to use self-questioning to focus information needs for a topic of inquiry or research			Uses **self-questioning** to choose a **focus** for inquiry or research		
		Begins to organize personal knowledge of a topic explored in oral, print, and other media texts	Organizes personal knowledge of a topic being discussed		Categorizes and organizes personal knowledge of a topic of inquiry or research to determine information needs	*Categorizes* personal knowledge of a topic of inquiry or research to *determine information needs*	Begins to use information about missing categories, information gaps to plan the next steps of an inquiry or research	Uses categories, gaps in knowledge, and questions to plan next steps for inquiry or research topic		
SOs	*Ask questions to satisfy personal curiosity and information needs in own and group inquiry*		*Ask questions to understand a topic and identify information needs in own and group inquiry*	*Ask topic-appropriate questions to identify information needs in own and group inquiry*	*Ask general and specific questions on topics using predetermined categories in own and group inquiry*	*Formulate general and specific questions to identify information needs in own and group inquiry*	*Formulate relevant questions to focus information needs in own and group inquiry*	*Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry*	*Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry*	
3.1.2 ASK QUESTIONS	Begins to ask questions to satisfy curiosity	Asks questions to satisfy curiosity		Refines questions for clarification						
	Begins to ask questions to satisfy information needs	Begins to ask questions for clarification / Asks questions to satisfy information needs	Asks questions for clarification	Refines question to acquire specific information	Develop a variety of broad inquiry-based questions (open-ended)	Begins to use a variety of broad inquiry-based questions (open-ended, divergent) to direct an inquiry	Uses a variety of **broad inquiry-based** (open-ended, divergent) questions to focus an inquiry	Develops a variety of **open-ended questions** on an inquiry topic	Develops broad and specific open-ended questions on an inquiry topic	
		Begins to ask open ended questions	Asks open ended questions	Refines open ended questions (general questions)						
	Begins to ask questions for extensions	Asks questions that lead to exploration and investigation	Refines questions that lead to exploration and investigation	Begins to formulate questions for predetermined categories	Formulates questions for predetermined categories	Begins to ask **relevant** questions to **deepen** and **extend** thinking throughout the inquiry process	Asks **relevant** questions to **deepen** and **extend** thinking throughout the inquiry process	Generates broad and specific relevant questions to deepen and extend thinking throughout the inquiry process		

Grade	K	1	2	3	4	5	6	7	8	9
	General Outcome 3 The student 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**									
SOs	*Choose different ways to gather information and ideas for own and group inquiry*	*Listen actively and follow directions for gathering information for own and group inquiry*	*Recall and follow directions for accessing and gathering information for own and group inquiry*	*Recall and follow a sequential plan for accessing and gathering information for own and group inquiry*	*Select and use a plan for gathering information for own and group inquiry*	*Gather and record ideas and information using a plan for own and group inquiry*	*Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry*			*Create, and/or adapt and evaluate a plan to collect, record and synthesize information in own and group inquiry*
3.1.3 CREATE, FOLLOW, AND REFLECT ON A PLAN	Begins to identify a **purpose** and **audience**	Identifies a **purpose** and **audience**								
	Begins to experiment with a variety of ways to **gather** information and ideas, through guided practice	Experiments with a variety of strategies to **gather** information and ideas, through guided practice	Begins to choose from a predetermined list of strategies for **accessing** and **gathering** information	Chooses from a predetermined list of strategies to **access** and **gather** information	Begins to suggest strategies to **access** & **gather** info. and ideas	Suggests strategies for **accessing** & **gathering** information and ideas	Uses appropriate strategy for **accessing** & **gathering** information	Chooses appropriate strategies for **collecting** and **recording** information	Chooses and/or adapts and **reflects** on use of strategies for **collecting** and **recording** information	Chooses, adapts, and **evaluates** use of strategies for **collecting** and **recording** information
					Begins to select appropriate strategy for accessing and **gathering** information	Reflects on choice of strategies and method to **access** and **record** info.	Reflects on choice of strategies and method for **accessing** and **recording** information			
	Begins to experiment with a variety of ways to **record** information, through guided practice	Experiments with a variety of ways to **record** information, through guided practice	Begins to choose from a predetermined list of ways to **record** info	Chooses from a predetermined list of ways to **record** info	Begins to suggest ways to **record** info	Suggests ways to **record** information	**Records** relevant information using the selected method	Chooses strategies and formats for **organizing**, **synthesizing**, and **sharing** inquiry information	Chooses and/or adapts strategies and formats for **organizing**, **synthesizing**, and **sharing** inquiry information	
			Begins to **record** information using the selected method	**Records** information using the selected method		**Records** information using the selected method				
	Begins to make a **plan** for an inquiry	Makes a **plan** for an inquiry, based on familiar form	Uses a **plan** for an inquiry: guided research to answer a question or need, and a representation	Begins to adapt a **plan** for an inquiry: guided research to answer a question or need, and a representation	Adapts a **plan** for an inquiry	Begins to create a plan and **time line** for an inquiry	Creates a **plan** and **time line** to meet a specified time frame for inquiry			
		Begins to follow a **time line** for completing specific steps in an inquiry	Follows a **time line** for completing specific steps within an inquiry project	Begins to adapt a **time line** for completing specific steps within an inquiry project	Adapts a **time line** for completing specific steps in an inquiry project					
							Reflects on the plan during and at end of inquiry			
	Begins to talk about the connection between **form** of expression, **purpose**, and **audience**	Talks about the connection between **form** of express and **purpose**	Experiments with a variety of **forms** of expression to connect **purpose** and **audience**	Uses appropriate **forms** of expression to connect purpose and audience						
		Experiments with a variety of forms of expression to connect **purpose** and **audience**	Begins to reflect on choice of strategies & method for accessing and recording info	Reflects on choice of strategies and method for accessing and recording information						

19

General Outcome 3 The student will listen, speak, read, write, view and represent **to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process**										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Identify self and others as sources of information*	*Seek information about a topic from sources (including peers)*	*Select relevant information from a variety of sources to answer inquiry or research questions*	*Use relevant information from a variety of sources to answer inquiry or research questions*	*Use relevant information from a variety of sources to answer inquiry or research questions*			*Identify relevant primary and secondary sources to answer inquiry or research questions*		
3.2.1 IDENTIFY SOURCES OF INFORMATION	Shares information and ideas on a topic / Begins to seek information, on a topic from sources / Begins to ask others for information	Offers information and ideas on a topic / Seeks information, on a topic / Asks others for information / Begins to answer questions by selecting relevant information from sources	Begins to identify (collaboratively and/or independently) additional sources of information / Answers questions by selecting relevant information from a variety of sources	Identifies (collaboratively and/or independently) additional sources of information / Uses relevant information from a variety of sources to answer inquiry or research questions	Uses relevant info from a variety of **secondary** sources to answer research questions / Uses relevant info from a variety of *primary* (experiential or firsthand account) sources to answer inquiry or research questions	Begins to use a combination of **primary** and **secondary** sources of relevant information to answer inquiry or research questions	Uses a combination of **primary** and **secondary** sources of relevant information to answer inquiry or research query	Identifies **primary** and **secondary** sources of information **relevant** to inquiry topic		
SOs	*Compare gathered ideas and information to personal knowledge*	*Recognize when information answers the questions asked*	*Match information to inquiry or research needs*	*Review information to determine its usefulness to inquiry or research needs*	*Assess the usefulness of information for inquiry or research needs using pre-established criteria*	*Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria*	*Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria*	*Use criteria to evaluate usefulness and reliability of sources*	*Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources*	*Develop and use criteria to evaluate usefulness, reliability of, and perspectives and biases within, sources*
3.2.2 EVALUATE SOURCES	Begins to talk about the connection between personal knowledge and new information	Talks about connection between personal knowledge and new information / Begins to identify key words in a question / Begins to connect information to questions asked	Identifies key words in a question / Connects information to questions asked							
			Begins to **set criteria** collaboratively to evaluate sources of information / Begins to **evaluate** the **relevance** of source of information	Begins to **set criteria** collaboratively or independently, to evaluate sources/info / Begins to **evaluate relevance** of source /information using pre-set criteria	Sets criteria (collaboratively or independently) to evaluate sources / Evaluates the **usefulness** of source / information using the pre-established criteria	Begins to **use specific criteria** (currency, reliability of information, and usefulness) to assess a source	Begins to **use specific criteria** (currency, reliability of information, and usefulness) to assess a source	Determines *usefulness* of source(s) using specific criteria developed with peers / Determines *reliability* of source(s) using specific criteria developed with peers	Determines usefulness of source(s) using **specific criteria** developed by/with students / Determines reliability of and perspectives in source(s) using specific criteria built by/with students	
					Begins to match source(s) to inquiry or research **focus** / Begins to match source(s) to inquiry or research **purpose**	Matches source(s) to inquiry or research **focus**, using pre-established criteria / Matches source(s) to inquiry or research **purpose**, using pre-established criteria	Matches source(s) to the *focus* and/or *purpose* of inquiry using criteria developed with peers	Matches source(s) to the **focus** and/or **purpose** of inquiry using **criteria developed by/with students**		

General Outcome 3 The student will listen, speak, read, write, view and represent **to plan and focus an inquiry or research and interpret and analyze information and ideas,** through a process										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information*	*Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas*	*Use the specific library organizational system, including visual and auditory cues, to locate information and ideas*	*Use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas*	*Use a variety of tools to access information and ideas; use visual and auditory cues to identify important information*	*Use a variety of tools to access information and ideas; use visual and auditory cues [such as graphics, voice-overs, scene changes, body language, background music...] to identify key ideas*	*Use a variety of tools to access information and ideas; use visual and auditory cues [such as captions, intonation, staging...] to identify relevant information*	*Use text features and references tools to identify relevant information*		
3.2.3 ACCESS INFORMATION	Begins to use **visual** cues to access information	Uses **visual** cues to access information	**Expands** repertoire of **visual cues** to **access** information		Expands repertoire of **visual cues** to guide the **search** for information				*Uses a variety of text features to locate information in oral, print, and other media texts*	Uses a variety of text features, including audio and visual cues, to locate information	
	Begins to use **auditory** cues to access information	Uses **auditory** cues to access information	**Expands** repertoire of **auditory cues** to **access** information		Expands repertoire of **auditory cues** to guide **search** for information						
		Begins to use **textual** cues to access information	Uses **textual** cues to access information	Expands repertoire of **textual cues** to **access** information							
	Uses **classroom** sources to access information	Accesses information from **reference** materials									
	Begins to access information with a **computer**	Uses the **computer** to locate and access information									
		Begins to use **library's** organizational system to locate information	Uses the **library's** organizational system to locate relevant information								

21

General Outcome 3 The student will listen, speak, read, write, view and represent **to plan and focus an inquiry or research and interpret and analyze information and ideas,** through a process										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Ask questions and use prior knowledge to make sense of information*	*Make and check predictions using prior knowledge and text features*	*Make connections between prior knowledge, ideas, information, and text features*	*Determine main ideas in information using prior knowledge, predictions, connections, and inferences*	*Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and context cues*	*Recognize organizational patterns in texts to construct meaning and gather information*	*Use organizational patterns in texts to construct meaning and gather information*	*Use strategies to understand and relate information in texts*	*Select and use strategies to understand and relate information in texts*	*Select and monitor use of strategies to understand and relate information in texts*
3.2.4 USE STRATEGIES TO MAKE SENSE OF INFORMATION	Begins to ask questions to make sense of information	Asks questions to make sense of information	Begins to identify **main ideas** in information	Identifies **main ideas** in information / Begins to identify **supporting ideas** in information	Identifies **main and supporting** ideas in information		**Begins** to select and summarizes **key** ideas and **details** from texts related to inquiry topic	Selects and summarizes *key ideas and details* from texts related to inquiry topic		
						Begins to skim to locate information / **Begins** to scan for information	**Skims** to gather information / **Scans** for information			
	Begins to talk about the connection between prior knowledge, personal experiences and new information	Talks about the connections between prior knowledge, personal experiences and new information / **Begins** to use prior knowledge to make predictions to understand information	Makes connections between prior knowledge, personal experiences and new information / **Uses** prior knowledge to make predictions to understand information / **Begins** to use prior knowledge and text to make **inferences**	Uses **prior knowledge, connections, predictions**, and **inferences** to make sense of information				Uses *prior knowledge, connections, predictions, and inferences* to make sense of and relate information within and across texts	**Select** and uses prior knowledge connections, predictions, and inferences to make sense of and relate information within and across text	**Monitors** selection of use of prior knowledge connections, predictions, and inferences to make sense of and relate information within and across text
		Begins to use **textual cues** to check predictions	Uses **textual cues** to **check predictions**	Uses **text** and **textual cues** to confirm understanding of information	**Continues** to use text and textual cues to confirm understanding of information	**Continues** to use text and textual cues, **including** organizational patterns, to construct meaning		Uses *textual cues* and *organizational patterns* to preview and construct meaning within and across texts	**Selects** and uses textual cues and organizational patterns to preview and construct meaning within and across texts	**Monitors** selections and use of textual cues & organizational patterns to preview and construct meaning within and across texts

General Outcome 3 The student will listen, speak, read, write, view and represent **to plan and focus an inquiry or research and interpret and analyze information and ideas,** through a process										
Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Categorize objects and pictures according to visual similarities and differences*	*Identify and categorize information according to similarities, differences, and sequences*	*Categorize related information and ideas using a variety of strategies*	*Organize and explain information and ideas using a variety of strategies*	*Organize information and ideas in logical sequences using a variety of strategies*	*Organize information and ideas into categories using a variety of strategies*		*Organize ideas and information using headings*		
3.3.1 ORGANIZE INFORMATION	Sorts concrete objects and pictures according to similarities and differences	Sorts and categorizes information according to similarities and differences								
	Begins to represent similarities and differences	Represents similarities and differences								
		Begins to **sequence** information	**Sequences** information and ideas							
	Begins to use **graphic organizers** through guided practice	Uses **graphic organizers** with guidance					Uses graphic organizers			
			Begins to **choose** appropriate graphic organizer from a selection	**Chooses** appropriate graphic organizer from a selection	**Chooses** appropriate graphic organizer for the **task** (audience and purpose), from a selection, and explains the choice			**Chooses** and **uses** appropriate strategies and format to organize information	**Explains** choice of strategies and format to record information	**Chooses** and **evaluates** use of strategies and format to record information
			Begins to explain the choice of graphic organizer	**Explains** the choice of graphic organizer						
			Begins to choose appropriate strategies from a selection	**Chooses** appropriate strategies from a selection						
			Begins to explain information and ideas using the selected graphic	**Explains** information and ideas using the **selected graphic organizer**						

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

Grade	K	1	2	3	4	5	6	7	8	9
SOs	Represent and share information and ideas; compose with a scribe	Represent and tell key facts and ideas in own words	Record key facts and ideas in own words; identify titles and authors of sources	Record facts and ideas using a variety of strategies; list authors and titles of sources	Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically	Record information in own words; cite authors and titles alphabetically and provide publication dates of sources	Make notes on a topic, combining information from more than one source; reference sources appropriately	Record key ideas and details; cite sources appropriately		
3.3.2 RECORD INFORMATION	Talks about information and ideas related to a topic	**Begins** to **paraphrase** key information & ideas related to topic	**Paraphrases** key information and ideas related to a topic	**Records** information on a topic using the preselected method	**Begins** to **select** and use the appropriate method to record information	Selects and uses appropriate method to **record** information		**Records** ideas and information from one or more sources using categories with headings	**Explains** method of recording ideas and information from one or more sources using categories with headings	**Chooses** and **evaluates** method of recording ideas and information from one or more sources using categories with headings
	Represents/records information and ideas related to a topic	**Records** key information and ideas related to a topic, using a preselected method	**Records** information and ideas related to a topic using the preselected method	**Begins** to record key information and ideas, related to a topic, in own words using note making strategies	Uses **note making** strategies to record key information, in own words, by sub-topics		Begins to make **effective notes** from a **combination** of source materials			
		Begins to identify title of source related to a topic	**Identifies title** and **author** of **source** related to a topic	**Lists title and author** of source related to a topic	Begins to **cite** references using authors names in alphabetical order and titles	Cites references using **authors names** in **alphabetical** order, **titles**, and **publication dates**		**Cites** sources of information		
SOs	*Indicate whether or not information is useful for answering questions*	*Recognize and use gathered information as a basis for communication*	*Examine gathered information to decide what information to share or omit*	*Determine whether collected information is sufficient or inadequate for established purpose*	*Examine collected information to identify categories or aspects of a topic that need more information*	*Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose*	*Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information*	*Identify relevance, importance, and gaps in information within and across sources*	*Explain relevance, importance, perspectives, and gaps in information within and across sources*	*Explain and compare relevance, importance, perspectives, bias of, and gaps in information within and across sources*
3.3.3 EVALUATE INFORMATION	Begins to talk about information in relation to a question	Talks about new information in relation to a question		Begins to recognize when more information is needed	Recognizes when more information is needed to complete the task	Addresses information needs for task completion		**Identifies** gaps in information	Identifies and **explains** gaps in information	Identifies and **explains** gaps in information **within and across texts**
	Begins to evaluate usefulness of information	Begins to accept or reject information and ideas	Begins to determine relevance of information and ideas	Determines relevance of information and ideas	Begins to determine relevance of information and ideas within **subtopics**	Determines relevance of information and ideas within subtopics	Begins to evaluate the relevance of info and ideas using specific criteria (currency, reliability of information, and usefulness)	**Describes** information in terms of relevance to inquiry, importance of information, and currency	**Explains** use of information in terms of relevance to inquiry, importance of information, and currency	
								Suggests possible **perspectives** within sources	Identifies and compares **perspectives** within and across texts	Identifies and **compares** **perspectives** and **biases** within and across texts

General Outcome 3 The student will listen, speak, read, write, view and represent **to plan and focus an inquiry or research and interpret and analyze information and ideas,** through a process									
Grade K	1	2	3	4	5	6	7	8	9
SOs *Share learning and information-gathering experiences*	*Recall, talk about, and record information-gathering experiences*	*Ask questions to reflect on inquiry or research experiences*	*Assess experiences, skills and knowledge gained during the inquiry or research process*	*Review gathered information and questions and add to knowledge gained from inquiry or research process*	*Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry*	*Relate gathered information to prior knowledge to reach conclusions or develop points of view; set goals for further inquiry*	*Incorporate new information with prior knowledge and identify next steps in inquiry*	*Incorporate new information with prior knowledge and adjust inquiry to reflect changing perspectives*	*Reflect on new understandings, explain applications to self and society, and adapt inquiry focus and approaches*

3.3.4 SYNTHESIZE INFORMATION

K	1	2	3	4	5	6	7	8	9
Talks about the information gathering experience Shares ideas and information about topics explored	Talks about the successes and challenges related to the information gathering experiences Talks about what was learned through new information	Begins to ask and answer questions about what was learned in new information	Asks and answers questions about what was learned in new information	**Begins** to **integrate** new ideas and information into personal understanding	**Integrates** new ideas and information into personal understanding	**Integrates** new ideas and information to **develop point of view**	**Synthesizes** information from a variety of sources to **explain** new understanding(s) and/or **point of view** about inquiry topic		
				Begins to draw **conclusions** based on new understanding	**Draws conclusions** based on new understandings	**Substantiates conclusions** drawn from new understandings	Describes how **new information impacts** prior knowledge of inquiry topic	Describes how **new** information **impacts** prior knowledge of and **perspectives** on inquiry topic	
							Makes **reasoned judgments** related to new understandings supported by evidence		
		Begins to ask and answer questions about personal strengths and challenges to reflect on the research or inquiry process	Asks and answers questions about personal strengths, challenges related to the research or inquiry process	Continues to ask and answer questions about personal strengths and challenges related to the research or inquiry process	Begins to establish goals for further inquiry or research process	Establishes goals for further inquiry or research process	**Generates goals** for next steps in inquiry or research 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**

Grade	K	1	2	3	4	5	6	7	8	9
SOs		*Generate and focus ideas on a topic, using a variety of strategies*					*Generate ideas and develop a topic using a variety of strategies*			
4.1.1 GENERATE AND FOCUS IDEAS	Talks and draws on own experiences and ideas on a topic	Talks and writes about **personal experiences** and ideas on a topic			**Begins** to focus a topic by integrating multiple ideas from a variety of sources	**Focus** a topic (orally and in writing), by integrating multiple ideas from a variety of sources		*Relates ideas* to develop a topic for an oral, print, or other media text	**Synthesizes** ideas to develop a topic	
								Identifies possible ideas from a variety of sources using a variety of strategies	**Identifies** and **compares** possible ideas from a variety of sources using a variety of strategies	**Compares** and **evaluates** possible ideas from a variety of sources using a variety of strategies
								Chooses a focus from among ideas	**Explains** choice of focus from ideas	
SOs	*Prepare to create by talking about experiences, information, and ideas, forms, audience, and purpose*	*Prepare to create by exploring the connections between forms, audience, and purpose*	*Prepare to create by exploring the connections between choice of forms, identified audience and purpose*	*Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas*		*Use appropriate form (organizational structure, audience, purpose) to organize ideas and information*		*Use appropriate form and genre to organize ideas and information for a particular audience and purpose*		
4.1.2 PREPARE TO CREATE TEXTS: FORM, GENRES, AUDIENCE	Begins to talk about **audience** when creating texts	**Talks** about **audience** when creating texts	**Identifies** an **audience** when creating texts, with guidance		**Identifies** an **audience** and **sets a purpose** when creating texts with guidance			Identifies possible **audience**(s) and sets **purpose** when preparing to create a variety of texts	**Relates decisions** about form and organizational structure to audience and purpose	**Evaluates decisions** about form and organizational structure with audience and purpose in mind
	Begins to talk about **purpose** when creating texts	Talks about a **purpose** when creating texts	Sets a **purpose** when creating texts, with guidance	Sets a **purpose** when creating texts, with guidance						
			Sequences and/or categorizes pictures, info & print to represent an idea or a story (BME and logical order)	Sequences and/or categorizes visuals & print to represent an idea or a story (BME & logical order, description (main idea/supporting details), compare and contrast, and cause and effect)	Begins to organize and reorganize ideas/info with a variety of forms and genres with guidance	Organizes/reorganizes information/ ideas with a variety of forms/ genres of texts with guidance		**Identifies** organizational structures needed to create texts	**Explains** choice of organizational structures needed to create texts	**Evaluates** choice of organizational structures needed to create texts
	Begins to **sequence** and/or **categorize** pictures (BME [sequence] or first-then	Begins to sequence and/or categorize pictures, information and print to represent and idea or a story	Begins to choose *form*, from a selection, to create text for an identified audience and purpose							
			Begins to organize ideas into **paragraphs**, with guidance	Organizes ideas into **paragraphs**, with guidance		**Applies** understanding of **organizational structures** when creating a variety of texts		*Chooses* among possible *forms* and *genres* when preparing to create oral, print or media texts	**Explains** choice of form(s) and genre(s) when preparing to create texts	**Evaluates** choice of form(s) and genre(s) when preparing to create texts

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**										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs CONT.	*Prepare to create by talking about experiences, information, and ideas, forms, audience, and purpose*	*Prepare to create by exploring the connections between forms, audience, and purpose*	*Prepare to create by exploring the connections between choice of forms, identified audience and purpose*	*Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas*		*Use appropriate form (organizational structure, audience, purpose) to organize ideas and information*		*Use appropriate form and genre to organize ideas and information for a particular audience and purpose*		
4.1.2 PREPARE TO CREATE TEXTS: FORM, GENRES, AUDIENCE					Begins to **differentiate key ideas** from **details** when organizing ideas (BME & logical order, description (**main idea** and supporting details), compare & contrast, & cause and effect)	Begins to **develop topic**, concluding, and supporting sentences in **paragraphs** (BME and logical order, description (**main idea** and details), compare & contrast, and cause and effect)	**Develops topic**, **concluding**, and **supporting** sentences in **paragraphs** (BME & logical order, description (**main idea** and details), compare & contrast, & cause and effect)			
	Begins to experiment with **forms** to express and/or record feelings, experiences, events, thoughts, ideas, or information	**Experiments** with **forms** to express and/or record feelings, experiences, events, thoughts, ideas, or information	**Begins** to **choose form**, from a selection, to create text for an identified audience and purpose	**Chooses form**, from a selection, to create text for an identified audience and purpose	Chooses and begins to experiment with forms, for a variety of **audiences/ purposes**	Chooses and experiments with forms, appropriate for a variety of **audiences and purposes**	Begins to adapt forms, appropriate for a variety of **audiences and purposes**, to create texts	**Adapts** ideas and information, form, and text structures for purpose and audience when preparing to **create a text**		
SOs	*Create original texts (oral, print, and other media)* ***The writer creates forms that are not parallel to those he/she reads***							*Demonstrate understanding of elements of texts when creating oral, print, and other media texts*		
4.1.3 CREATE ORIGINAL TEXTS	Creates original **narrative** texts, applying familiar narrative forms									
		Begins to incorporate some elements of narrative texts when creating texts	Incorporates **some elements** of **narrative** texts when creating texts I		**Applies** understanding of **elements** of **narrative** texts when creating texts					
	Creates original **expository** texts, applying familiar **expository** forms									
		Begins to Incorporate some elements of expository texts when creating texts	Incorporates **some elements** of **expository** texts when creating texts		**Applies** understanding of **elements** of **expository** texts when creating texts					
	Creates original **poetic** texts applying familiar poetic forms									
		Begins to incorporate some elements of poetic texts when creating texts	Incorporates **some elements** of **poetic** texts when creating texts		**Applies** understanding of **elements** of **poetic** texts when creating texts					
	(K –"Begins to create") Creates texts with a **computer** and computer program							Creates texts using a **computer**		

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										
Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Demonstrate interest in own and others' texts and representations*	*Talk about own and others' texts and representations *the criteria to guide the focussed conversations is based on techniques, elements and/or content*	*Participate in focussed conversations about own and others' texts and representations *the criteria to guide the focussed conversations is based on techniques, elements and/or content*	*Participate in developing the criteria for focussed conversations about own and others' texts and representations *the criteria to guide the focussed conversations is based on techniques, elements and/or content*		*Use pre-established criteria to focus conversations about own and others' texts and representations*		*Use criteria to focus conversations about own and others' texts and representations*	*Reference criteria during conversations about own and others' texts and representations*	*Reference and reflect on criteria during conversations about own and others' texts and representations*
4.2.1 APPRAISE OWN AND OTHERS' WORK	Begins to talk about own and others' texts and representations *the criteria to guide the focussed conversations is based on techniques, elements and/or content			Begins to participate in building of criteria to respond to own, others' draft texts	Participates in **criteria development** to respond to own and others' draft texts and representations			Participates in *criteria development* for a variety of accounts	Participates in **development** and **revision** of **criteria** for a variety of texts and representations	
		Begins to suggest **revisions** to own and others' draft texts and representations	Suggests **revisions** to own and others' draft texts and representations	Begins to **use criteria** to suggest **revisions** to own & others' draft representations or presentations	Uses criteria when suggesting **revisions** to own and others' draft texts and representations				References criteria when suggesting **revisions** for own and others' draft texts and representations	
		Begins to ask for **feedback** about own draft texts and representations	Asks for **feedback** about own draft texts and representations	Begins to **use criteria** when asking for **feedback** about own draft texts and representations	Uses criteria when requesting **feedback** about own and others' draft texts and representations			References criteria when requesting **feedback** for draft texts/representations	References and elaborates on criteria when suggesting revisions for own and others' draft texts and representations
SOs	*Explain ideas verbally*	*Clarify and extend ideas by adding some details*	*Clarify and extend ideas by adding some details and / or information*	*Clarify and extend ideas and revise organization*	*Clarify and extend ideas and revise organization to match intended purpose*	*Revise ideas and organization to match intended purpose and audience*	*Revise ideas and organization to match purpose and engage the audience*	*Revise ideas and organizational structures to meet criteria*		
4.2.2 REVISE CONTENT	Begins to explain ideas verbally, to clarify or extend ideas by adding detail	Clarifies and extends ideas by adding detail	Clarifies and extends ideas by adding some details and/or information		Clarifies and extends ideas by incorporating supporting details			**Examines** effect of revisions	**Explains** effect of revisions	**Evaluates** effect of revisions
	Begins to revise content using a personal revision process	Revises content using a personal revision process			Revises content to **meet pre-established criteria** using a personal revision process			**Compares** revised text **to criteria** and repeats the personal revision process as needed		
		Revises content using feedback from *conferencing* with others; with guidance			Revises content to meet pre-established criteria using feedback from conferring with others, with guidance			**Selects** specific aspects of text to revise based on own and others' feedback and criteria	**Uses** criteria to select specific aspects of text to revise based on own and others' feedback and criteria	**Prioritizes** selection of aspects of text to revise based on own and others' feedback and **criteria**
			Begins to **revise sequence** or **organization** of ideas and information	**Revises sequence** or **organization** of ideas and information to meet intended purpose and audience, with guidance	**Begins** to **experiment** with **sequence** or **organization** of ideas/info to meet intended purposes and audience	**Experiments** with the **sequence** or **organization** of ideas/info to meet intended purposes and audience	**Chooses** most **effective** sequence/organization of ideas/info to meet specific purposes/ audience			

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Form recognizable letters and begin to use a computer*	*Print letters legibly and explore keyboarding and word processing*	*Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing*	*Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary*	*Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary* (spans 4–5)		*Write legibly, fluently, and efficiently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary*	*Develop fluency and proficiency with keyboarding and word processing* (spans 7–9)		
4.2.3 ENHANCE LEGIBILITY & DEVELOP WORD PROCESSING — Forms **some** recognizable letters and numbers in multiple media		**Prints upper** and **lower** case letters and **numbers** legibly (spans 1–2)		Begins to write letters (**cursive**)	Uses **handwriting regularly**, improving legibility and fluency	**Writes** legibly & fluently				
		Begins to exhibit **consistency** in size & shape of **letter** and **number** formation	Demonstrates **consistency** in **size** and **shape** of **letter** (upper and lower) and **number** formations							
		Begins to use **word boundaries** (spacing)	Uses **word boundaries** (spacing)	Uses **word boundaries** consistently on a page & electronic screens (spans 3–6)						
	Begins to use the **keyboard** and word processing **when composing**	Uses the **keyboard** and word processing when **composing** and **revising** (spans 1–5)					Develops **proficiency** with **keyboarding** and word processing when composing, revising, formatting, and publishing texts (spans 6–9)			
		Begins to use **vocabulary** associated with **keyboarding** and **word processing**	Uses **vocabulary** associated with keyboarding and word processing	Develops an expanding **repertoire** of **vocabulary** associated with keyboarding and word processing (spans 3–9)						
SOs	*Experiment with language to create desired effect in oral, print, and other media text* (spans K–9)									
4.2.4 ENHANCE ARTISTRY — Responds with one-word descriptors when asked about own representations		Uses descriptive language in own representation to create an image	Experiments with **descriptive** and **figurative language** in personal representations to **create desired effect** (spans 2–5)				**Chooses** and **uses** descriptive and figurative language to develop ideas and **create effects** (spans 6–7)		**Explains choice** of descriptive and figurative language used to develop ideas and create effects (spans 8–9)	
Begins to play with repetition, rhyme and rhythm of language		Experiments with repetition, rhyme and rhythm of language								
		Attempts to use **new vocabulary** in personal representations related to personal interests or topics of study	Uses **new vocabulary** in personal representations	Uses **new** and **accurate** vocabulary in personal representations (related to personal interests or topics of study) (spans 3–5)			Chooses and uses vocabulary to create effects, **sometimes** taking risks with new words	**Chooses** and **uses vocabulary** to **develop ideas** and **create effects**, sometimes **taking risks with new words** (spans 7–8)		Explains choice of vocabulary used to develop ideas and create desired effect, sometimes taking risks with new words
Uses a variety of simple sentence patterns when talking				Uses *simple* and *compound* sentence patterns	Uses varied sentence lengths and structures including: simple, compound, **complex**	Uses varied sentence lengths and structures including: simple, compound, complex, **compound-complex**	Uses a variety of sentence lengths and structures to **create effects**	Uses a variety of sentence lengths and structures to **develop ideas** and **create effects** (spans 7–8)		Explains use of a variety of sentence lengths and structures to develop ideas and create effects
Begins to use a **voice** that is individual, expressive, engaging, with respect and awareness for intended **audience** and intended **purpose**		Experiments with using a **voice** that is individual, expressive, and engaging with an awareness of and respect for the **audience** and **intended purpose** (spans 1–5)					Uses a *voice* that is individual, expressive, and engaging with an awareness of and respect for intended audience and purpose (spans 6–9)			

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**										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Demonstrate a sense of sentence or completeness of an idea*	*Use complete sentences*	*Use an editing process to enhance communication*							
4.3.1 GRAMMAR AND USAGE	**Begins** to use complete sentences when it is appropriate	Uses **complete simple** sentences when it is appropriate								
	Demonstrates a **sense** of **sentence** or **completeness** of an **idea**	Writes **declarative** sentences								
			Begins to discuss the function of the parts of speech in a sentence	Discusses the **function** of the **parts** of **speech** in a sentence				Discusses the function of parts of speech as they impact meaning within a sentence		
		Begins to use an editing process, with guidance	Uses an **editing process**, with guidance					Uses an editing process, with guidance, to **identify** grammar and usage **problems** that **impact** meaning		
SOs	*Connect sounds with some letters when writing*	*Use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources*	*Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resource*	*Decrease approximated spelling and increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources*	*Increase conventional spelling when writing; participates in an editing process using a variety of strategies and resources*		*Apply spelling conventions to texts using a variety of strategies and resources*			
4.3.2 SPELLING	**Begins** to use **approximated** spelling when writing	Uses **mixture** of **approximated** and **conventional** spellings when writing	**Continues** to use mixture of approximated and conventional spellings in writing	**Decreases** reliance on **approximated** spelling - **increase** reliance on conventional spelling	**Continues** to decrease reliance on approximated spelling - increases reliance on conventional spelling		Spells **most** words **conventionally**	Spells most words conventionally so that **errors** do **not interfere** with communication		
	Connects some sounds to letters when writing	**Begins** to apply knowledge of spelling generalizations and rules to spell familiar and unfamiliar words	**Applies** knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words							
	Writes own name	Spells some basic **sight** words and words of special importance on own	Spells an **increasing** number of basic **sight** words and words of personal significance independently					Uses a variety of **strategies** and **resources** when spelling unfamiliar words		
	Begins to use spelling references	Uses spelling **references**								
	Begins to use spelling strategies	Uses spelling **strategies**								

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**										
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs CONT.	*Connect sounds with some letters when writing*	*Use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources*	*Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resource*	*Decrease approximated spelling and increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources*	*Increase conventional spelling when writing; participates in an editing process using a variety of strategies and resources*		*Apply spelling conventions to texts using a variety of strategies and resources*			
4.3.2 SPELLING		Begins to participate in an editing process to check spelling, with guidance	Participates in an **editing** process to **check** spelling, with guidance				Uses an editing process to check and correct spelling			
			Begins to use spell check on the **computer**	Uses spell check on the **computer**	Uses spell check, **dictionaries**, or **thesauri** on **computer**					
SOs	*Use some capital letters and capitalize own name*	*Capitalize names, "I", and sentence beginnings; use periods at the end of simple sentences*	*Use an editing process to check for end punctuation and capitalization*	*Use an editing process to check for punctuation and capitalization*						
4.3.3 CAPITALIZATION AND PUNCTUATION	Uses some upper & some lower case letters in personal accounts	**Applies** rules for **capitalization** in personal representations						**Capitalizes** most words conventionally so that **errors** do **not** interfere with communication		
	Applies rules for capitalization in personal representations	**Applies** rule for **punctuation** in personal representations						Applies rules for **punctuation** correctly in most writing so that **errors** do **not interfere** with communication		
		(GR 1 "Begins to"**) Participates** in an **editing** process to edit for **end punctuation** and **capitalization**, with guidance						Uses an **editing** process to **check** and **correct capitalization** and **punctuation**		
			Begins to edit for **end punctuation** and **capitalization** with **computer**	**Edits** for punctuation and capitalization with **computer**						

					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**						
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
SOs	*Talk about enhancing a presentation of text (oral, print, and media)*	*Begin to experiment with techniques used to enhance presentations of texts*	*Experiment with techniques used to enhance presentations of texts*	*Use techniques to enhance presentations of text (oral, print, and media)*	*Present and/or publish texts (oral, print, and media)*					
4.4.1 EFFECTIVE PRESENTATION	Begins to talk about possible ways to enhance presentation of texts	**Begins** to experiment with skills used to enhance presentation of texts; with guidance	**Experiments** with **techniques** used to enhance presentation of texts, with guidance	**Uses techniques** used to enhance presentation of texts, with guidance	Experiments with techniques used to enhance presentation of texts , with guidance					
	Begins to engage (attracts and sustains) the audience	Engage attracts and sustains) the audience (**Required in GR1**: understands the purpose for the presentation, speaks with a clear voice, faces the audience, makes eye contact [culturally appropriate], uses appropriate body language, introduces self, uses varied supports, maintains topic, uses complete sentences, uses specific vocabulary}	Engage attracts and sustains) the audience (**Required in GR 2** [and maintain others from GR1 list]: responds to audience questions; speaks fluently (pacing, phrasing)	Engages, (attracts and sustains) the audience (**Required in GR3:** [and maintain others from GR2 list]: varies voice appropriately for emphasis, follows a logical sequence for the topic)	Engages (attracts and sustains) the audience (**Required in GR 4** [and maintain others from GR3 list: introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures)	Engages (attracts and sustains) the audience (**Required in GR5**: chooses/adapts form of presentation to match audience, arranges presentation space to focus audience, display enthusiasm for topic, varies facial expression appropriately)	Engages (attracts and sustains) the audience (**Required in GR6:** asks questions; leaves time for questions or comments; draws attention to important information of facts; concludes with summary of main ideas, points, strong, statement, arguments)	Uses a variety of techniques to **engage audience** and **present** texts **effectively**		
					Begins to evaluate the effectiveness of presentation of texts on audience, with guidance	Evaluates the effectiveness of presentation of texts on audience, with guidance		**Evaluates** the **effectiveness** of presentation of texts on audience		
			Begins to talk about how multiple media can enhance presentation of texts, with guidance	Talks about how multiple media can enhance presentation with guidance	Experiments with media to enhance presentation of texts			**Experiments** with **media** to enhance presentations		

	K	1	2	3	4	5	6	7	8	9
General Outcome5: Students will listen, speak, read, **write**, view, and represent **to celebrate and build community within the home, school,** workplace and wider society.										
Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Work in partnerships by taking turns, sharing ideas, and following directions*	*Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role*	*Work in a variety of partnerships and groups to follow pre-established group processes by responding to others*	*Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively*	*Work in a variety of partnerships and groups to follow pre-established group processes by resolving conflicts*	*Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making*		*Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and group*	*Make decisions collaboratively to modify or create group processes for specific purposes, in order to work in a variety of partnerships and groups*	
5.1.1 WORK IN GROUPS	**Begins** to follow **pre-established** group processes when **collaborating** with a peer to achieve a task	Follows **pre-established** group processes when collaborating with a peer to complete task						**Follows** or **modifies** pre-established group processes when collaborating with peers to achieve task	**Modifies** or **creates** group processes when collaborating with peers to accomplish a specific task	
	Begins to accept responsibility for a task and corresponding role in small group activities	**Accepts responsibility** for a task and corresponding role in small / whole group activities			**Experiments** with a variety of roles and responsibilities in small/whole group activities	**Begins** to select appropriate roles for small / whole group task (s)	**Selects** appropriate **roles** for small / whole group task (s)		Discusses, **creates** and **selects** appropriate **roles** for small/whole group task(s)	
SOs	*Adjust listening, viewing, speaking behaviours according to the situation*									
5.1.2 USE LANGUAGE TO SHOW RESPECT	Speaks and listens / views **respectfully**							Speaks, listens and views respectfully and carefully	Speaks, listens, views respectfully and **critically**	
	Begins to adjust language to fit the context	**Adjusts** language to fit the **context** (audience, purpose, and situation)						Adjusts language to fit context (audience, purpose & situation) and **explains** choices		
				Begins to discuss **differences** in language use in a variety of school and community **contexts**	Discusses **differences** in language use in a variety of school and community **contexts**			**Discusses** and **explores** features of language in a variety of school and community contexts		**Discusses**, **compares** and **experiments** with language features in a variety of school and community contexts

General Outcome5: Students will listen, speak, read, **write**, view, and represent **to celebrate and build community within the home, school,** workplace and wider society.										
Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Find ways to be helpful to others*	*Help others and ask others for help*	*Acknowledge achievements of others*	*Understand how class members help each other*	*Show appreciation to peers and seek support from group members*	*Assess group process using simple pre-established criteria, and determine areas for development*	*Assess own contributions to group processes, set personal goals for enhancing work with others, and monitor group process*	*Evaluate group processes and personal contributions according to pre-established criteria*	*Evaluate the quality of own contributions to group processes and set goals and plans for development*	*Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions for development*
5.1.3 EVALUATE GROUP PROCESS		**Begins** to **participate** in building the **criteria** to evaluate group processes	**Participates** in the development of **criteria** to assess group processes							
	Begins to talk about group processes	**Begins** to **assess** the **effectiveness** of the group process using the set criteria	**Assesses** the **effectiveness** of the group process using set criteria							
	Begins to reflect on **personal** behaviours and / or learning style	**Reflects** on **personal** behaviours and / or learning style								
	Begins to reflect on **personal** behaviors that **contribute** to group success"	**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								
	Begins to offer **constructive feedback** to a peer about group processes	Offers **positive** feedback to a peer about group processes							Applies peer and/or group feedback about group process and personal actions in the group	
			Begins to apply peer feedback about own role in group process	Applies peer and group feedback about own role in group process						

34

General Outcome5: Students will listen, speak, read, **write**, view, and represent **to celebrate and build community within the home, school,** workplace and wider society.

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Tell, draw, and write about self and family*		*Tell, draw, and write about self, family, and community*	*Record ideas and experiences and share them with others*	*Describe relationships between own and others' ideas and experiences*	*Acknowledge differing responses to common experiences*	*Compare personal ways of responding and thinking with those of others*	*Compare personal ways of responding and thinking with those of others*	*Compare personal reactions to and ways of thinking about a variety of experiences and texts with those of others*	*Recognize that differing perspectives and unique reactions enrich understanding*
5.2.1 SHARE AND COMPARE RESPONSES	Chooses to draw and tell stories about self and family	Draws and tells stories about self and family	Represents self, family, and communities	Represents own **ideas** and experiences	Begins to describe **similarities** and **differences** between **own** and **others'** ideas	**Describes** similarities and differences between own and others' ideas	**Begins** to **paraphrase** others' ideas	**Paraphrases** ideas and **summarizes** others' responses	**Summarizes** and **compares** own and or others' responses	
	Begins to write/ represent about self and family	Writes about self and family								
	Begins to recognize differences and similarities	**Recognizes differences** and **similarities** between self, peers, and families	**Describes** differences and similarities between self, peers, and families	**Begins** to describe similarities and differences between own and others' **experiences**	**Describes** similarities and differences between own and others' **experiences**	**Begins** to recognize **differing views** of common experiences	**Recognizes** differing perspectives of common experiences		Recognizes and **appreciates** differing perspectives of common experiences	Recognizes and values differing views of common experiences and **notices missing views**
					Begins to offer constructive feedback	Offers **constructive** feedback		Offers feedback on ways others **communicate** ideas		**Values** the **richness** of and offers feedback on the ways others communicates ideas
SOs	*Respect self and others*	*Explore own identity*	*Explore personal understanding of self and others*	*Explore own and other cultures*	*Develop an awareness of diversity*	*Describe how diversity is honoured and celebrated*	*Develop an opinion about diversity*	*Identify and describe barriers to the acceptance or honouring of diversity*	*Identify and describe social issues related to diversity*	*Identify and describe social issues related to diversity and recognize that some perspectives may be missing*
5.2.2 APPRECIATE DIVERSITY	Shows respect of others' talents, strengths, interests, and feelings and ideas to strengthen the community									
	Expresses and explores own identity through gifts, and strengths, interests, and feelings and ideas									
		Begins to use **questions** and **conversations** to explore personal understanding of self and others	Uses questions and conversations to explore personal understanding of self and others	Begins to use questions and conversations to **develop** an **awareness** of own and **others'** cultures and way of life	**Uses** questions and conversations to develop awareness of own and other cultures and ways of life	Begins to develop an **opinion** about **diversity**	Develops an **opinion** about **diversity**	Suggests issues of **diversity** beyond the local community	Identifies some **perspectives** on **diversity** that may be **missing** or not represented	**Suggests** and/or **explores** global human rights issues as they relate to **diversity**
				Begins to describe how cultures, ideas, and **diversity** are **honoured** and **celebrated**	**Describes** how cultures, ideas, and diversity are honoured and celebrated	**Begins** to **discuss issues** related to or **barriers** blocking the acceptance	**Discusses** issues related to, or **barriers** blocking, the acceptance or honouring of diversity	Discusses issues of diversity **beyond** the **local** community, including **unethical** positions and **bias**	Discusses issues of diversity in society; **recognizes** a range of views including **some** that **may be missing**

General Outcome5: Students will listen, speak, read, **write**, view, and represent **to celebrate and build community within the home, school,** workplace and wider society.

Grade	K	1	2	3	4	5	6	7	8	9
SOs	*Contribute to the classroom community*	*Celebrate own and others' accomplishments in the classroom community*	*Plan and contribute to celebrations in the classroom community*	*Acknowledge and celebrate individual and class achievements*	*Select and use appropriate language and form to celebrate within and beyond the classroom*	*Explore how context influences the selection of language and form*		*Select and use context-appropriate language and form to celebrate events and accomplishments*	*Select and use context-appropriate language and form to participate in public events or traditions*	*Select and use context-appropriate language and form to plan and participate in celebrations*
5.2.3 CELEBRATE SPECIAL OCCASIONS	Begins to participate in classroom celebrations	Participates in classroom celebrations	Participates in classroom celebrations to recognize groups and others' achievements	Participates in classroom celebrations to acknowledge groups and others' achievements						
		Begins to help to plan classroom celebrations	Helps to plan classroom celebrations							
	Begins to choose to contribute to individual and class representations	Chooses to contribute to individual and class representations for an identified community / audience	Contributes to individual and class representations for an identified community / audience							
	Begins to acknowledge personal accomplishments and strengths in the classroom community	Acknowledges personal accomplishments and strengths	Begins to offer personal & academic strengths to peers	Offers personal and academic strengths to others	Begins to offer personal and academic strengths to others within and beyond the classroom community	Offers personal and academic strengths to others within and beyond the classroom communities	Begins to recognize the value of own contribution to many communities	Recognizes the value of own contribution to many communities	Recognizes the value of own and others' contribution to many communities	
				Begins to select **appropriate** language and form to celebrate special events or accomplishments	**Selects** and **uses appropriate** language and form to celebrate others, special events, or accomplishments	**Explains** how the **context** influences the selection of suitable language and form to honour and celebrate others		**Explains** how context influences the selection of suitable language and form to honour and celebrate others **in public events or traditions**	Explains how context influences the selection of appropriate language and form in plans to **honour and celebrate others**	
						Begins to **explain** how the **context** influences the selection of **appropriate** language and form to honour and celebrate others	**Selects** and uses **appropriate** language and form to celebrate others, special events or accomplishments		**Explains** selection and use of language and form in plans to celebrate others, **special events or accomplishments**	

K, GR1, 2,3, 4 updated Feb 21st 2012