

## ELA Kindergarten to Grade 9 (Alberta Learning, 2000)

Well designed inquiry-based learning projects are a means by which many curriculum outcomes can be accomplished by students, as illustrated by the following curriculum connections. Even though all curriculum outcomes are interrelated and mutually supportive, only those directly linked to the stages of the inquiry process model are included below. The following tables have been included for quick reference to show the sequential development of essential information skills.

Think-it-Through is infused throughout the inquiry process.	<a href="#">General Outcome 1</a> <b>EXPLORE THOUGHTS, IDEAS, FEELINGS AND EXPERIENCES</b>
	<b>1.1 Discover and Explore</b>
<b>Explore</b>	Express ideas and develop understanding
	<b>1.2 Clarify and Extend</b>
<b>Explore</b>	Extend understanding; Consider the ideas of others; Combine ideas
	<a href="#">General Outcome 2</a> <b>COMPREHEND AND RESPOND PERSONALLY AND CRITICALLY TO ORAL, PRINT AND OTHER MEDIA TEXTS</b>
	<b>2.1 Uses Strategies and Cues</b>
<b>Search</b>	Use prior knowledge; Use textual cues; Use references
	<b>2.2 Respond to Texts</b>
<b>Search</b>	Experience various texts
	<a href="#">General Outcome 3</a> <b>MANAGE IDEAS AND INFORMATION</b>
	<b>3.1 Plan and Focus</b>
<b>Explore/Plan</b>	Focus attention; Determine information needs; Plan to gather information
	<b>3.3 Organize, Record and Evaluate</b>
<b>Search</b>	Organize information; Record information; Evaluate information
	<b>3.2 Select and Process</b>
<b>Search</b>	Use a variety of sources; Access information; Evaluate sources
	<b>3.4 Share and Review</b>
<b>Present</b>	Share ideas and information; Review research process
	<a href="#">General Outcome 4</a> <b>ENHANCE THE CLARITY AND ARTISTRY OF COMMUNICATION</b>
	<b>4.1 Enhance and Improve</b>
<b>Present</b>	Appraise own and others' work; Revise and edit
	<b>4.3 Present and Share</b>
<b>Present</b>	Present information; Enhance presentation; Use effective oral and visual communication; Demonstrate attentive listening and viewing

	<a href="#">General Outcome 5</a>
	<b>RESPECT, SUPPORT AND COLLABORATE WITH OTHERS</b>
	<b>5.2 Work within a Group</b>
<b>Think-it-Through</b>	Cooperate with others; Work in groups; Evaluate group process

## General Outcome 1 - Grade by Grade At a Glance

### EXPLORE THOUGHTS, IDEAS, FEELINGS AND EXPERIENCES

#### 1.1 Discover and Explore

Express ideas and develop understanding

#### 1.2 Clarify and Extend

Extend understanding; Consider the ideas of others; Combine ideas

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### Kindergarten

#### 1.1 Discover and Explore

Share personal experiences prompted by oral, print and other media texts.

Talk about ideas, experiences and familiar events.

#### 1.2 Clarify and Extend

Listen to experiences and feelings shared by others.

Connect related ideas and information.

Express interest in new ideas and experiences.

### Grade One

#### 1.1 Discover and Explore

Share personal experiences that are clearly related to oral, print and other media texts.

Talk with others about something recently learned.

Make observations about activities, experiences with oral, print and other media texts.

#### 1.2 Clarify and Extend

Listen and respond appropriately to experiences and feelings shared by others.

Group information into categories determined by an adult.

Ask questions to get additional ideas and information on topics of interest.

### Grade Two

#### 1.1 Discover and Explore

Contribute relevant ideas and information from personal experiences to group language activities.

Talk about how new ideas and information have changed previous understanding.

Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media text.

#### 1.2 Clarify and Extend

Connect own ideas and experiences with those shared by others.

Record ideas and information in ways that make sense.

Find more information about new ideas and topics.

## Grade Three

### 1.1 Discover and Explore

Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts.

Explain understanding of new concepts in own words.

Explore ideas and feelings by asking questions, talking to others and referring to oral, print, and other media texts.

### 1.2 Clarify and Extend

Ask for the ideas and observations of others to explore and clarify personal understanding.

Experiment with arranging and recording ideas and information in a variety of ways.

Ask questions to clarify information and ensure understanding.

## Grade Four

### 1.1 Discover and Explore

Compare new ideas, information and experiences to prior knowledge and experiences.

Ask questions, paraphrase and discuss to explore ideas and understand new concepts.

Share personal responses to explore and develop understanding of oral, print and other media texts.

### 1.2 Clarify and Extend

Identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts.

Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences.

Explore ways to find additional ideas and information to extend understanding.

## Grade Five

### 1.1 Discover and Explore

Use appropriate prior knowledge and experiences to make sense of new ideas and information.

Read, write, represent and talk to explore personal understandings of new ideas and information.

Use own experiences as a basis for exploring and expressing opinions and understanding.

### 1.2 Clarify and Extend

Seek the viewpoints of others to build on personal responses and understanding.

Use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others, and those encountered in oral, print and other media texts.

Search for further ideas and information from others and from oral, print and other media texts to extend understanding.

## Grade Six

### 1.1 Discover and Explore

Use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests.

Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts.

Engage in exploratory communications to share personal responses and develop own interpretations.

### 1.2 Clarify and Extend

Select from the ideas and observations of others to expand personal understanding.

Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding.

Evaluate the usefulness of new ideas, techniques and texts in terms of present understanding.

## Grade Seven

### 1.1 Discover and Explore

Extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes.

Express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts.

Reflect on own observations and experiences to understand and develop oral, print and other media texts.

### 1.2 Clarify and Extend

Listen and respond constructively to alternative ideas or opinions.

Use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences.

Talk with others to elaborate ideas, and ask specific questions to seek helpful feedback.

## Grade Eight

### 1.1 Discover and Explore

Revise understanding and expression of ideas by connecting new and prior knowledge and experiences.

Review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding.

Seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences.

### 1.2 Clarify and Extend

Acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives.

Exchange ideas and opinions to clarify understanding and to broaden personal perspectives.

Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others.

## Grade Nine

### 1.1 Discover and Explore

Talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view.

Explore and explain how interactions with others and with oral, print and other media texts affect personal understandings.

Extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts.

### 1.2 Clarify and Extend

Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts.

Examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships.

Assess whether new information extends understanding by considering diverse opinions and exploring ambiguities.

## General Outcome 2 - Grade by Grade At a Glance

### COMPREHEND AND RESPOND PERSONALLY AND CRITICALLY TO ORAL, PRINT AND OTHER MEDIA TEXTS

#### 2.1 Uses Strategies and Cues

Use prior knowledge; Use textual cues; Use references

#### 2.2 Respond to Texts

Experience various texts

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### Kindergarten

#### 2.1 Uses Strategies and Cues

Understand that print and books are organized in predictable ways.

Attend to print cues when stories are read aloud.

Recite the letters of the alphabet.

#### 2.2 Respond to Texts

Participate in shared listening, reading and viewing experiences using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs **(resources provided by an adult)**.

### Grade One

#### 2.1 Uses Strategies and Cues

Use knowledge of print, pictures, book covers and title pages to construct and confirm meaning.

Preview book cover, pictures and location of text to assist with constructing and confirming meaning.

Use a displayed alphabet as an aid when writing **(and for reference during guided location of easy fiction by favourite authors in the library collection)**.

#### 2.2 Respond to Texts

Participate in shared listening, reading and viewing experiences using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons **(resources provided by an adult)**.

## Grade Two

### 2.1 Uses Strategies and Cues

Use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning.

Preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning.

Put words in alphabetical order by first letter  
(begin to independently locate easy fiction by specific authors - guided use of library catalogue).

### 2.2 Respond to Texts

Engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts (begin guided use of the library catalogue and guided location of resources in all areas of the library collection).

## Grade Three

### 2.1 Uses Strategies and Cues

Share ideas developed through interests, experiences and discussion that are related to new ideas and information.

Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture dictionaries and junior dictionaries are organized, and use them to construct and confirm meaning.

Use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning (and locating information within the text).

Put words in alphabetical order by first and second letter (begin independent use of the library catalogue - independently locate desired fiction in the library collection).

### 2.2 Respond to Texts

texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as non-fiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays (begin independent use of library catalogue - independently locate specific non-fiction resources in the library).

## Grade Four

### 2.1 Uses Strategies and Cues

Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information.

Explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning (and finding information within the text).

Use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information (and assist information location).

Use alphabetical order by first and second letter to locate information in reference materials.

### 2.2 Respond to Texts

Experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs  
(independently use library catalogue - independently locate all desired library resources).

## Grade Five

### 2.1 Uses Strategies and Cues

Describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information.

Use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct meaning.

Use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information.

Identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information.

### 2.2 Respond to Texts

Experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers.

## Grade Six

### 2.1 Uses Strategies and Cues

Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information.

Apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning.

Use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information.

Identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information.

### 2.2 Respond to Texts

Experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances.

## Grade Seven

### 2.1 Uses Strategies and Cues

Select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information.

Use expectations and preferences developed during previous reading experiences to select and read new texts with purpose.

Identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose.

### 2.2 Respond to Texts

Experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints.

## Grade Eight

### 2.1 Uses Strategies and Cues

Use strategies to supplement and extend prior knowledge and experiences when interpreting new ideas and information.

Use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences.

Identify and use visual and textual cues in reference materials, such as catalogues, databases, web sites, thesauri and writer's handbooks, to access information effectively and efficiently.

Identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life to access ideas and information and to read with purpose.

### 2.2 Respond to Texts

Experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, non-fiction, advertisements and photographs.

## Grade Nine

### 2.1 Uses Strategies and Cues

Discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers.

Use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts.

Use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently.

Analyze and discuss how the structural features of informational materials, such as textbooks, bibliographies, databases, catalogues, web sites, commercials and newscasts, enhance the effectiveness and efficiency of communication.

### 2.2 Respond to Texts

Experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction.

## General Outcome 3 - Grade by Grade At a Glance

### MANAGE IDEAS AND INFORMATION

**3.1 Plan and Focus**

Focus attention; Determine information needs; Plan to gather information

**3.2 Select and Process**

Use a variety of sources; Access information; Evaluate sources

**3.3 Organize, Record and Evaluate**

Organize information; Record information; Evaluate information

**3.4 Share and Review**

Share ideas and information; Review research process

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### Kindergarten

**3.1 Plan and Focus**

Attend to oral, print and other media texts on topics of interest.

**3.2 Select and Process**

Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.

Make statements about topics under discussion.

Use illustrations, photographs, video programs, objects and auditory cues, to access information.

Ask questions to satisfy personal curiosity.

Ask questions to make sense of information.

Suggest ways to gather ideas and information.

**3.3 Organize, Record and Evaluate**

Categorize objects and pictures according to visual similarities.

**3.4 Share and Review**

Share ideas and information about topics of interest.

Represent and talk about ideas and information; dictate to a scribe.

Share information-gathering experiences.

Share new learnings with others.

## Grade One

<b>3.1 Plan and Focus</b>	<b>3.2 Select and Process</b>
Explore and share own ideas on topics of discussion and study.	Find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips.
Connect information from oral, print and other media texts to topics of study.	Use text features, such as illustrations, titles and opening shots in video programs, to access information.
Ask and answer questions to satisfy information needs on a specific topic.	Use questions to find specific information in oral, print and other media texts.
<b>Follow spoken directions</b> for gathering ideas and information.	Understand that library materials are organized systematically.
	Match information to research needs.
<b>3.3 Organize, Record and Evaluate</b>	<b>3.4 Share and Review</b>
Identify or categorize information according to sequence, similarities and differences.	Share ideas and information from oral, print and other media texts with familiar audiences.
List related ideas and information on a topic, and make statements to accompany pictures.	Answer questions directly related to texts.
Represent and explain key facts and ideas in own words.	Talk about information-gathering experiences by describing what was interesting, valuable or helpful.
Recognize and use gathered information to communicate new learning.	

## Grade Two

### 3.1 Plan and Focus

### 3.2 Select and Process

Relate personal knowledge to ideas and information in oral, print and other media texts.

Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community.

Ask questions to determine the main idea of oral, print and other media texts.

Use text features, such as table of contents, key words, captions and hot links, to access information.

Ask questions to focus on particular aspects of topics for own investigations.

Use given categories and specific questions to find information in oral, print and other media texts.

Recall and **follow directions** for accessing and gathering ideas and information.

Use the library organizational system to locate information.

Recognize when information answers the questions asked.

### 3.3 Organize, Record and Evaluate

### 3.4 Share and Review

Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order.

Share , with familiar audiences, ideas and information on topics.

Produce oral, print and other media texts with introductions, middles and conclusions.

Clarify information by responding to questions.

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

Answer questions, such as "What did I do that worked well?" to reflect on research experiences.

Examine gathered information to decide what information to share or omit.

## Grade Three

### 3.1 Plan and Focus

Use self-questioning to identify information needed to supplement personal knowledge on a topic.

Identify facts and opinions, main ideas and details in oral, print and other media texts.

Ask topic-appropriate questions to identify information needs.

Contribute ideas for developing a **class** plan to access and gather ideas and information.

### 3.2 Select and Process

Find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment.

Use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information.

Locate answers to questions and extract appropriate and significant information from oral, print and other media texts.

Use card or electronic catalogues to locate information.

Review information to determine its usefulness in answering research questions.

### 3.3 Organize, Record and Evaluate

Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing

Draft ideas and information into short paragraphs, with topic and supporting sentences

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

List significant ideas and information from oral, print and other media texts

Determine if gathered information is sufficient to answer research questions

### 3.4 Share and Review

Organize and share ideas and informational topics to engage familiar audiences

Use titles, headings and visuals to add interest and highlight important points of presentation

Assess the research process, using pre-established criteria

## Grade Four

### 3.1 Plan and Focus

Use organizational patterns of expository texts to understand ideas and information.

Focus topics appropriately for particular audiences.

Ask relevant questions, and respond to questions related to particular topics.

Develop and follow a **class** plan for accessing and gathering ideas and information.

### 3.3 Organize, Record and Evaluate

Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions.

Record ideas and information that are on topic.

Organize oral, print and other media texts into sections that relate to and develop the topic.

Make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically.

Paraphrase information from oral, print and other media sources.

Examine gathered information to identify if more information is required; review new understanding.

### 3.2 Select and Process

Locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips.

Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.

Identify information sources that inform, persuade or entertain, and use such sources appropriately.

Recall important points, and make and revise predictions regarding upcoming information.

### 3.4 Share and Review

Communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters.

Select visuals, print and/or other media to add interest and to engage the audience.

Identify strengths and areas for improvement in research process.

## Grade Five

<b>3.1 Plan and Focus</b>	<b>3.2 Select and Process</b>
Summarize important ideas in oral, print and other media texts and express opinions about them.	Locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions.
Combine personal knowledge of topics with understanding of audience needs to focus topics for investigation.	Use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information.
Identify categories of information related to particular topics, and ask questions related to each category.	Skim, scan and listen for key words and phrases.
Develop and follow <b>own</b> plan for gathering and recording ideas and information.	Determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria.
<b>3.3 Organize, Record and Evaluate</b>	<b>3.4 Share and Review</b>
Use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding.	Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues.
Organize ideas and information to emphasize key points for the audience.	Select visuals, print and/or other media to inform and engage the audience.
Add, delete or combine ideas to communicate more effectively.	Assess personal research skills, using pre-established criteria.
Record information in own words; cite titles and authors alphabetically, and provide publication dates of sources.	
Combine ideas and information from several sources.	
Record ideas and information in relevant categories, according to a research plan.	
Connect gathered information to prior knowledge to reach new conclusions.	

## Grade Six

### 3.1 Plan and Focus

### 3.2 Select and Process

Distinguish among facts, supported inferences and opinions.

Locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet.

Use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation.

Use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information.

Decide on and select the information needed to support a point of view.

Skim, scan and read closely to gather information.

Develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation.

Evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria.

### 3.3 Organize, Record and Evaluate

### 3.4 Share and Review

Organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence.

Communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs.

Organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions.

Select appropriate visuals, print and/or other media to inform and engage the audience.

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

Establish goals for enhancing research skills.

Use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning.

Quote information from oral, print and other media sources.

Evaluate the appropriateness of information for a particular audience and purpose.

Recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose.

## Grade Seven

<b>3.1 Plan and Focus</b>	<b>3.2 Select and Process</b>
Consider audience, purpose, point of view and form when focusing topics for investigation.	Obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions.
Use note-taking or representing to summarize important ideas and information in oral, print and other media texts.	Use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information.
Discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view.	Distinguish between fact and opinion, and follow the development of argument and opinion.
Plan and organize data collection based on instructions, explanations and pre-established parameters.	Scan to locate specific information quickly; summarize and record information useful for research purposes.
	Use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose.
<b>3.3 Organize, Record and Evaluate</b>	<b>3.4 Share and Review</b>
Organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose.	Communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations.
Produce oral, print and other media texts with well-developed and well-linked ideas and sections.	Use appropriate visual, print and/or media effectively to inform and engage the audience.
Make notes, using headings and subheadings or graphic organizers appropriate to the topic; reference sources.	Identify strengths and areas for improvement in personal research skills.
Reflect on ideas and information to form own opinions with evidence to support them.	
Compare, contrast and combine ideas and information from several sources.	
Assess if the amount and quality of gathered information is appropriate to purpose and audience; address information gaps.	
Connect new information with prior knowledge to build new understanding.	

## Grade Eight

### 3.1 Plan and Focus

Experiment with several ways to focus a topic, and select a form appropriate to audience and purpose.

Identify and trace the development of arguments, opinions or points of view in oral, print and other media texts.

Select the most appropriate information sources for topic, audience, purpose and form.

Choose a plan to access, gather and record information, according to self-selected parameters.

### 3.3 Organize, Record and Evaluate

Organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship.

Organize ideas and information to establish an overall impression or point of view in oral, print and other media texts.

Make notes in point form, summarizing major ideas and supporting details; reference sources.

Discard information that is irrelevant for audience, purpose, form or point of view.

Use a consistent and approved format to give credit for quoted and paraphrased ideas and information.

Evaluate the relevance and importance of gathered information; address information gaps.

Incorporate new information with prior knowledge and experiences to develop new understanding.

### 3.2 Select and Process

Obtain information from a variety of sources, such as artifacts, debates, forums, biographies, autobiographies, surveys, documentaries, films, CDROMs, charts and tables, when conducting research.

Expand and use a variety of tools and text features, such as subtitles, margin notes, key words, electronic searches, previews, reviews, visual effects and sound effects, to access information.

Record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations.

Adjust rate of reading or viewing to suit purpose and density of information in print and other media texts.

Develop and use criteria for evaluating the usefulness, currency and reliability of information for a particular research project.

### 3.4 Share and Review

Communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries.

Integrate appropriate visual, print and/or other media to inform and engage the audience.

Assess the research process, and consider alternative ways of achieving research goals.

## Grade Nine

<b>3.1 Plan and Focus</b>	<b>3.2 Select and Process</b>
Synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions.	Obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet when conducting research.
Assess adequacy, accuracy, detail and appropriateness of oral, print and other media texts to support or further develop arguments, opinions or points of view.	Expand and use a variety of tools and text features, such as organizational patterns of texts, page layouts, font styles and sizes, colour and voiceovers, to access information.
Select types and sources of information to achieve an effective balance between researched information and own ideas.	Distinguish between primary and secondary sources, and determine the usefulness of each for research purposes.
Select information sources that will provide effective support, convincing argument or unique perspectives.	Follow up on cited references to locate additional information.
	Evaluate sources for currency, reliability and possible bias of information for a particular research project.
<b>3.3 Organize, Record and Evaluate</b>	<b>3.4 Share and Review</b>
Organize ideas and information by developing and selecting appropriate categories and organizational structures.	Communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles.
Balance all sections of oral, print and other media texts and ensure sentences, paragraphs and key ideas are linked throughout.	Integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience.
Develop coherence by relating all key ideas to the overall purpose of the oral, print or other media text.	Reflect on the research process, identifying areas of strength and ways to improve further research activities.
Use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources.	
Select and record ideas and information that will support an opinion or point of view, appeal to the audience, and suit the tone and length of the chosen form of oral, print or other media texts.	

Continued on next page

Choose specific vocabulary, and use conventions accurately and effectively to enhance credibility.	
Evaluate usefulness, relevance and completeness of gathered information; address information gaps.	
Reflect on new understanding and its value to self and others.	

## General Outcome 4 - Grade by Grade At a Glance

### ENHANCE THE CLARITY AND ARTISTRY OF COMMUNICATION

#### 4.1 Enhance and Improve

Appraise own and others' work; Revise and edit

#### 4.3 Present and Share

Present information; Enhance presentation; Use effective oral and visual communication; Demonstrate attentive listening and viewing

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### Kindergarten

#### 4.1 Enhance and Improve

Make statements related to the content of own and others' pictures, stories or talk.

Retell ideas to clarify meaning in response to questions or comments.

#### 4.3 Present and Share

Share ideas and information about own drawings and topics of personal interest.

Use drawings to illustrate ideas and information, and talk about them.

Speak in a clear voice to share ideas and information.

Follow one- or two-step verbal instructions.

Make comments that relate to the topic being discussed.

### Grade One

#### 4.1 Enhance and Improve

Ask or respond to questions or comments related to the content of own or others' pictures, stories or talk.

Rephrase by adding or deleting words, ideas or information to make better sense.

Check for obvious spelling errors and missing words.

#### 4.3 Present and Share

Present ideas and information to a familiar audience, and respond to questions.

Add such details as labels, captions and pictures to oral, print and other media texts.

Speak in a clear voice, with appropriate volume, to an audience.

Ask questions to clarify information.

Be attentive and show interest during listening or viewing activities.

## Grade Two

### 4.1 Enhance and Improve

Identify features that make own or peers' oral, print or other media texts interesting or appealing.

Revise words and sentences to improve sequence or add missing information.

Check for capital letters, punctuation at the end of sentences and errors in spelling.

### 4.3 Present and Share

Present ideas and information by combining illustrations and written texts.

Clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments.

Speak in a clear voice, with appropriate volume, at an understandable pace and with expression.

Ask relevant questions to clarify understanding and to have information explained.

Show enjoyment and appreciation during listening and viewing activities.

## Grade Three

### 4.1 Enhance and Improve

Share own oral, print and other media texts with others to identify strengths and ideas for improvement.

Combine and rearrange existing information to accommodate new ideas and information.

Edit for complete and incomplete sentences.

### 4.3 Present and Share

Present ideas and information on a topic, using a pre-established plan.

Use print and nonprint aids to illustrate ideas and information in oral, print and other media texts.

Speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas.

Rephrase, restate and explain the meaning of oral and visual presentations.

Identify and set purposes for listening and viewing.

## Grade Four

### 4.1 Enhance and Improve

Identify the general impression and main idea communicated by own and peers' oral, print and other media texts.

Use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts.

Revise to ensure an understandable presentation of ideas and information.

Identify and reduce fragments and run-on sentences.

Edit for subject-verb agreement.

### 4.3 Present and Share

Present to peers ideas and information on a topic of interest, in a well-organized form.

Add interest to presentations through the use of props, such as pictures, overheads and artifacts.

Adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities.

Connect own ideas, opinions and experiences to those communicated in oral and visual presentations.

Give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations.

## Grade Five

### 4.1 Enhance and Improve

Develop criteria for evaluating the effectiveness of oral, print and other media texts.

Use developed criteria to provide feedback to others and to revise own work.

Revise to add and organize details that support and clarify intended meaning.

Edit for appropriate use of statements, questions and exclamations.

### 4.3 Present and Share

Organize ideas and information in presentations to maintain a clear focus and engage the audience.

Use effective openings and closings that attract and sustain reader or audience interest.

Adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention.

Identify and interpret the purpose of verbal and nonverbal message and the perspectives of the presenter.

Show respect for the presenter's opinions by listening politely and providing thoughtful feedback.

## Grade Six

### 4.1 Enhance and Improve

Work collaboratively to revise and enhance oral, print and other media texts.

Ask for and evaluate the usefulness of feedback and assistance from peers.

Revise to provide focus, expand relevant ideas and eliminate unnecessary information.

Edit for appropriate verb tense and for correct pronoun references.

Use paragraph structures in expository and narrative texts.

### 4.3 Present and Share

Use various styles and forms of presentations, depending on content, audience and purpose.

Emphasize key ideas and information to enhance audience understanding and enjoyment.

Demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication.

Identify the tone, mood and emotion conveyed in oral and visual presentations.

Respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments.

## Grade Seven

### 4.1 Enhance and Improve

Identify particular content features that enhance the effectiveness of published oral, print and other media texts.

Incorporate particular content features of effective texts into own oral, print and other media texts.

Revise introductions, conclusions and the order of ideas and information to add to coherence and clarify meaning.

Revise to eliminate unnecessary repetition of words and ideas.

Use paragraphs, appropriately, to organize narrative and expository texts.

### 4.3 Present and Share

Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions.

Clarify and support ideas or opinions with details, visuals or media techniques.

Identify and use explicit techniques to arouse and maintain interest and to convince the audience.

Listen and view attentively to organize and classify information and to carry out multistep instructions.

Ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding.

## Grade Eight

### 4.1 Enhance and Improve

Share draft oral, print and other media texts in a way that will elicit useful feedback.

Evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions.

Revise by adding words and phrases that emphasize important ideas or create dominant impressions.

Revise to enhance sentence variety, word choice and appropriate tone.

Enhance the coherence and impact of documents, using electronic editing functions.

Use paragraph structures to demonstrate unity and coherence.

### 4.3 Present and Share

Plan and facilitate small group and short, whole class presentations to share information.

Present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience.

Plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications.

Anticipate the organizational pattern of presentations, and identify important ideas and supporting details.

Use appropriate verbal and nonverbal feedback to respond respectfully.

## Grade Nine

### 4.1 Enhance and Improve

Share sample treatments of a topic with peers, and ask for feedback on the relative effectiveness of each.

Work collaboratively to make appropriate revisions based on feedback provided by peers.

Revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions.

Revise to enhance effective transitions between ideas and maintain a consistent organizational pattern.

Revise to combine narration, description and expositions effectively.

### 4.3 Present and Share

Select, organize and present information to appeal to the interests and background knowledge of various readers or audiences.

Choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences.

Integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations.

Follow the train of thought, and evaluate the credibility of the presenter and the evidence provided.

Provide feedback that encourages the presenter and audience to consider other ideas and additional information.

## General Outcome 5 - Grade by Grade At a Glance

### RESPECT, SUPPORT AND COLLABORATE WITH OTHERS

#### 5.2 Work within a Group

Cooperate with others; Work in groups; Evaluate group process

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### Kindergarten

### Grade One

#### 5.2 Work within a Group

#### 5.2 Work within a Group

Participate in class and group activities.

Work in partnerships and groups.

Find ways to be helpful to others.

Help others and ask others for help.

Ask and answer questions to determine what the class knows about a topic.

Ask questions and contribute ideas related to class investigations on topics of interest.

Listen to the ideas of others.

Take turns sharing ideas and information.

Respond to questions about personal contributions to group process.

Recognize personal contributions to group process.

### Grade Two

### Grade Three

#### 5.2 Work within a Group

#### 5.2 Work within a Group

Work in a variety of partnerships and group structures.

Work cooperatively with others in small groups on structured tasks.

Identify ways that class members can help each other.

Identify others who can provide assistance, and seek their help in specific situations.

Contribute relevant information and questions to extend group understanding of topics and tasks.

Contribute ideas and information on topics to develop a common knowledge base in the group.

Stay on topic during class and group discussions.

Ask others for their ideas, and express interest in their contributions.

Recognize own and others' contributions to group process.

Assess the effectiveness of group process, using pre-established criteria.

<b>Grade Four</b>	<b>Grade Five</b>
<b>5.2 Work within a Group</b>	<b>5.2 Work within a Group</b>
Take responsibility for collaborating with others to achieve group goals.	Accept and take responsibility for fulfilling own role as a group member.
Ask for and provide information and assistance, as appropriate, for completing individual and group tasks.	Discuss and decide whether to work individually or collaboratively to achieve specific goals.
Share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions.	Formulate questions to guide research or investigations, with attention to specific audiences and purposes.
Use brainstorming, summarizing and reporting to organize and carry out group projects.	Contribute ideas to help solve problems, and listen and respond constructively.
Assess group process, using established criteria, and determine areas for improvement.	Show appreciation for the contributions of others, and offer constructive feedback to group members.
<b>Grade Six</b>	<b>Grade Seven</b>
<b>5.2 Work within a Group</b>	<b>5.2 Work within a Group</b>
Assume a variety of roles, and share responsibilities as a group member.	Contribute collaboratively in group situations, by asking questions and building on the ideas of others.
Identify and participate in situations and projects in which group work enhances learning and results.	Take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs.
Contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations.	Contribute ideas, knowledge and questions to establish an information base for research or investigations.
Address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative.	ASSIST IN SETTING and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view.
Assess own contributions to group process, and set personal goals for working effectively with others.	Evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement.

Grade Eight	Grade Nine
<b>5.2 Work within a Group</b>	<b>5.2 Work within a Group</b>
Propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group.	Contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others.
Use opportunities as a group member to contribute to group goals and extend own learning.	Discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals.
Contribute ideas, knowledge and strategies to identify group information needs and sources.	Generate and access ideas in a group, and use a variety of methods to focus and clarify topics for research or investigations.
Organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frames, and reviewing progress.	Share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives.
Evaluate the quality of own contributions to group process, and offer constructive feedback to others; propose suggestions for improvement.	Establish and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement.