

English Language Arts Illustrative Examples

Kindergarten to Grade 3

KINDERGARTEN

General Outcome 1
 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> share personal experiences prompted by oral, print and other media texts talk about ideas, experiences and familiar events <p>Experiment with language and forms</p> <ul style="list-style-type: none"> talk and represent to explore, express and share stories, ideas and experiences 	<ul style="list-style-type: none"> After listening to the story <i>Ira Sleeps Over</i>, children share experiences they have had while spending time away from home. A child tells the class about learning to ride a bike. Other children are reminded of their own experiences and contribute to the discussion. Using the book <i>The Shopping Basket</i>, children discuss their personal grocery shopping experiences; e.g.: Child 1: I helped my mom buy the groceries for supper yesterday. Child 2: What did you buy? Child 1: We bought hamburgers and hamburger buns and salad. I'll draw a picture. As children draw placemats of favourite foods shared with their families on special occasions, they talk about activities and events related to those special times. A child talks about helping to plant a garden and tells what seeds were planted. <ul style="list-style-type: none"> After skating, pairs of children illustrate a safety rule, using a software drawing program. Children share their drawings with others. A child draws a picture of a cat and, with assistance, writes <i>Snowball</i>. The child tells about the time <i>Snowball</i> got stuck in a tree. Photographs of children feeding animals are taken by parent volunteers on a farm field trip. The photographs, together with children's comments about this experience, are displayed on a bulletin board and shared by the children with their Grade 3 buddies.

KINDERGARTEN

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p>Express preferences</p> <ul style="list-style-type: none">talk about favourite oral, print and other media texts	<ul style="list-style-type: none">The children share their favourite book or favourite text from a CDROM or computer program. Child 1: (points to an illustration) This Grandpa is just like my Grandpa. Child 2: I liked using the computer to make the pictures move.The children choose favourite photographs from a class photograph album. They tell each other what is happening in the picture. Child 1: I'm making a truck. Child 2: This is my Dad making a kite with me.
<p>Set goals</p> <ul style="list-style-type: none">talk about own reading and writing experiences	<ul style="list-style-type: none">A child chooses the book <i>Have You Seen My Cat?</i> and says to the teacher, "This cat is the same colour as my cat. Will you read the story to me?"After making a counting book, a child shows it to the class and explains that the numbers in it were copied from the wall chart.

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General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas <ul style="list-style-type: none">listen to experiences and feelings shared by others	<ul style="list-style-type: none">After going out into the first snowfall of the year, children listen to others tell about the experience. Child 1: It was fun to feel the snowflakes on my face. Child 2: My face got wet just like when I'm in the shower. Child 3: My hair is still wet.
Combine ideas <ul style="list-style-type: none">connect related ideas and information	<ul style="list-style-type: none">While looking at a book about polar bears, children make comments. Child 1: My sister has a polar bear toy. Child 2: I saw a nature show on TV about polar bears. They are good swimmers. Child 3: Seals are good swimmers, too.The children listen to the story <i>Today Is Monday</i>. They retell the story, using some of their favourite foods; e.g., a child suggests egg rolls for Monday.
Extend understanding <ul style="list-style-type: none">express interest in new ideas and experiences	<ul style="list-style-type: none">On a rainy day, children put dry tempera paint on pieces of cardboard and place them out in the rain to see what happens in different locations, such as light or heavy areas of rain. Children discuss their observations.After growing bean seeds in the science centre, children express an interest in growing other kinds of plants.The children bring snowballs into the classroom to see how long it will take the snowballs to melt.

KINDERGARTEN

General Outcome 2

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



2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> connect oral language with print and pictures understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed expect print and pictures to have meaning and to be related to each other in print and other media texts understand that print and books are organized in predictable ways 	<ul style="list-style-type: none"> When contributing to a class alphabet book, children draw pictures to illustrate letters of the alphabet. An adult labels the pictures. At the end of the day, a child tells about a favourite activity for that day, as an adult records the words. The child illustrates the story and takes it home to share. After a field trip to a farm, children write in their journals. <ul style="list-style-type: none"> One child draws a picture of the barn and writes random letters. One child draws a horse chasing a donkey and writes, “a hs and a dnk.” One child draws a picture of a cat and kittens and dictates the sentence, “The mother cat had three kittens.” The children then share their journal entries with classmates. After going for a walk on a windy day, the children and teacher compose a group story to record their observations. The children illustrate individual copies of the story. The children draw, sculpt or write about their favourite animals. <ul style="list-style-type: none"> Child 1 draws a picture of a bear. Child 2 makes a cat from modelling clay. Child 3 draws a picture and writes, “I lik tgr.” After reading <i>Humpty Dumpty</i> displayed in a pocket chart, children match pictures of the nursery rhyme with the phrase strips. Using big books, children describe what they see happening in the pictures. The teacher then reads the print to tell the story. After writing a class book, children work together to organize the pages; e.g., a cover with title and authors, the story or events in correct sequence. At story time, a child places a familiar big book on the stand, opens it, and indicates where the class should start reading.

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General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>Use comprehension strategies</p> <ul style="list-style-type: none"> begin to use language prediction skills when stories are read aloud ask questions and make comments during listening and reading activities recall events and characters in familiar stories read aloud by others read own first name, environmental print and symbols, words that have personal significance and some words in texts <p>Use textual cues</p> <ul style="list-style-type: none"> attend to print cues when stories are read aloud <p>(continued)</p>	<ul style="list-style-type: none"> While reading <i>Rosie’s Walk</i> aloud, the teacher pauses and asks: “What do you think will happen next?” Child 1: The fox is going to eat Rosie. Child 2: The bees will sting the fox. While listening to <i>Time to Sleep</i>, the students chime in, “But first I must tell _____ (e.g., snail, ladybug, woodchuck).” While listening to texts or presentations, children say such things as: <ul style="list-style-type: none"> How did they do that? That happened to me when ... As the children listen to <i>Stone Soup: An Old Tale</i>, they ask questions. Child 1: What is a cellar? Child 2: Why are people called peasants? At the story centre, the children use felt cutouts and the feltboard to retell <i>Cinderella</i>. After listening to an adult or older student read the story of <i>Goldilocks and the Three Bears</i>, the children retell the story together. Child 1: Once upon a time there were three bears. Child 2: They lived in the woods. Child 3: There was a daddy bear, a mommy bear and a baby bear ... When the children enter the classroom each day, they pick out their own name card and put it on the attendance chart to show they are present. They also might identify the names of children who are absent. The children identify examples of environmental print, such as Stop, Exit and School. As they sing along to the song “Six Little Ducks,” the children point out on a chart the words <i>ducks</i> and <i>quack</i>. Using an interactive software program, a child clicks on each individual word in a story. The word is highlighted and pronounced. The child repeats the word and reads on.

KINDERGARTEN

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use textual cues</p> <ul style="list-style-type: none"> begin to identify some individual words in texts that have been read aloud <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> begin to make connections among sounds, letters, words, pictures and meaning identify and generate rhyming words in oral language hear and identify sounds in words <p>(continued)</p>	<ul style="list-style-type: none"> On the morning message chart, a child identifies and underlines the word Mom in the sentence, “My Mom had a new baby.” When the class shares the poem <i>I Like Bugs</i>, in the anthology <i>For the Love of Language</i>, a child recognizes the word black from the colour chart. Sam recognizes the letter “S” in a STOP sign and says, “There’s my ‘S’ like Sam.” When looking through a picture book on zoo animals, children identify the pages that tell about monkeys by looking at the pictures. A group of children is playing “I Spy.” One child says, “I spy with my little eye something that begins with /b/.” When children hear three words, such as hat, bat and ball, they choose the one that does not rhyme. While playing a rhyming game and hearing the word cat, children give such rhyming responses as bat, fat, mat. In a rhyming song, such as “Down by the Bay,” children complete a rhyming sentence, such as: “Did you ever see a bear sitting in a chair?” The children are composing a group story about colours. The teacher scribes the story on chart paper and stops at such words as red, green, black, purple, yellow, orange. Students answer such questions as: <ul style="list-style-type: none"> What sound do you hear at the beginning of the words? What other sounds do you hear in the words? From a list of words, such as hat, hill, ball, the children identify the word that begins with a different sound. From a list of words, such as cat, sat, cap, the children identify the word that ends with a different sound. The children hear and identify the beginning and ending sounds in specific words from a story read aloud by the teacher.

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General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> associate sounds with consonants that appear at the beginning of personally significant words <p>Use references</p> <ul style="list-style-type: none"> recite the letters of the alphabet in order copy scribed words and print texts to assist with writing 	<ul style="list-style-type: none"> A child is looking through a personal word list. Teacher: Can you tell me what this word is? Child: Snake. Teacher: Yes. It's snake. And the first letter is "s." What is the first sound you hear in the word sssnake? Child: ssssss Teacher: That's right. Looking at a picture book about farm animals, children are able to find the word duck in the accompanying print by knowing the sound /d/ and looking for a word that starts with the letter "d." Melanie points to the first letter of her name on her name card and says, "My name starts with 'M,' and that says /m/." <ul style="list-style-type: none"> When looking for the letter "K," a student sings the alphabet song and points to the letters on the displayed alphabet until coming to "K." The teacher gives each child a card with an alphabet letter on it. When the teacher calls out a particular letter, the child with that letter card points to the letter and sings the alphabet song up to that letter. <ul style="list-style-type: none"> At the writing centre, a child copies words seen in the classroom. The children draw pictures of what they did at recess and label them with scribed words, words from a class word chart or words from a picture dictionary.

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General Outcome 2

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



2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> 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 listen and view attentively identify favourite stories and books <p>Construct meaning from texts</p> <ul style="list-style-type: none"> relate aspects of oral, print and other media texts to personal feelings and experiences <p>(continued)</p>	<ul style="list-style-type: none"> The children sit and listen to an adult read the story <i>The Three Billy Goats Gruff</i>. Some children take turns saying the words trip-trap, trip-trap in voices appropriate to each of the three billy goats. After listening to <i>The Party</i>, one group of children role play a family birthday party in the house centre. Another group paints pictures of a birthday cake in the painting centre. As the child in the story chair shares a picture story, the other children listen. After viewing the wordless books <i>Zoë's Snowy Day</i> and <i>Zoë's Sunny Day</i>, children discuss the similarities and differences in the two stories; e.g., both have the same character Zoë, both have pictures made of modelling clay, one takes place in winter and the other in summer, the characters are dressed differently in each book. At library time, the children choose favourite books to sign out and take home to read. The children choose a favourite book to share with a reading buddy or a small group of classmates, or to listen to in the listening centre. Using magazines, children cut and paste pictures of their favourite animals. After viewing <i>The Velveteen Rabbit</i>, the children talk about and draw a favourite old toy. After reading stories about pets, the children discuss the issues and responsibilities of owning a pet.

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General Outcome 2

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



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> talk about and represent the actions of characters portrayed in oral, print and other media texts talk about experiences similar or related to those in oral, print and other media texts <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> experiment with sounds, words, word patterns, rhymes and rhythms 	<ul style="list-style-type: none"> After the children view the videocassette <i>The Gingerbread Man</i>, they make gingerbread puppets and use them to retell the story. After a field trip to a hospital, the children role play a doctor's/nurse's duties. After viewing the videocassette <i>The Owl and the Raven</i>, the children talk about the story. Child 1: Why did the owl pour paint over the raven? Child 2: The owl got mad because the raven wouldn't stand still. Child 3: I think they were playing a game. After listening to <i>Clifford the Big Red Dog</i> and <i>Clifford's Pals</i>, children comment on Clifford's problem in each book and how Clifford solves his problem. The children discuss what other kinds of problems a dog could encounter. After the teacher reads <i>The School</i>, children relate the events in the story to their own school experiences. While looking at photographs of a child's camping trip, other children tell about their own vacations. After listening to the alphabet song "Jump and Jingle" on the CDROM <i>Chicka Chicka Boom Boom</i>, a group of children work with the teacher to create their own verses; e.g.: C—My name is Carol and my friend's name is Curtis. We come from Calgary and we like carrots.

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General Outcome 2

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



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
<p>Understand forms and genres</p> <ul style="list-style-type: none"> experience a variety of oral, print and other media texts 	<ul style="list-style-type: none"> After viewing the videocassette <i>The Tender Tale of Cinderella Penguin</i>, the children want to learn about real penguins. They look at some books and watch a videocassette about real penguins. At circle time, the children discuss penguins—what they eat, what they do, where they live, how they care for their babies. The children participate in a shared reading of <i>Blue Sea</i>. One child comments that the big fish words are all pink and the little fish words are all yellow.
<p>Understand techniques and elements</p> <ul style="list-style-type: none"> develop a sense of story through reading, listening and viewing experiences identify the main characters in a variety of oral, print and other media texts 	<ul style="list-style-type: none"> While a group of children share the wordless book <i>The Snowman</i>, one child tells the story, using the pictures. After listening to one child tell a story, another child exclaims, “That’s like <i>The Three Little Pigs</i>, only with rabbits and a coyote!” The children talk about the characters and act out <i>Rumpelstiltskin</i> in the puppet centre. While learning about fairy tales, children dress up and pretend to be knights, princesses and dragons in a castle.
<p>Experiment with language</p> <ul style="list-style-type: none"> appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs 	<ul style="list-style-type: none"> The children chant familiar poems, and they create some new rhymes. The children chant the nursery rhyme “Diddle Diddle Dumpling” and dramatize it. The children sing songs in various languages and from different cultures.

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General Outcome 2

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



2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none"> contribute ideas and answer questions related to experiences and familiar oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> listen to and recite short poems, songs and rhymes, and engage in word play and action songs <p>Structure texts</p> <ul style="list-style-type: none"> draw, record or tell about ideas and experiences talk about and explain the meaning of own pictures and print 	<ul style="list-style-type: none"> The children examine and talk about leaves during a visit to a park. Child 1: This part looks like a backbone. Child 2: Everyone has a backbone. Child 3: And this part could be a leg. Child 4: And look, it can walk! (Pretends to make it walk.) The children recite <i>Alligator Pie</i>, as they follow the text on a large pocket chart. They then make up their own version. The children dance and sing to “At the Hop.” A child draws a picture of a pet puppy, asks an adult to print My Puppy Ruff under the picture, and then traces over the print or copies it. A child draws a picture of a soccer game and writes 4 on the picture. At circle time, the child shows the picture to the class and tells them about the game, explaining that 4 means the number of goals scored. A child tells a story to the class about a picture created with pastels, chalk and crayons in the craft centre.

KINDERGARTEN

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none"> attend to oral, print and other media texts on topics of interest make statements about topics under discussion <p>Determine information needs</p> <ul style="list-style-type: none"> ask questions to satisfy personal curiosity <p>Plan to gather information</p> <ul style="list-style-type: none"> suggest ways to gather ideas and information 	<ul style="list-style-type: none"> When a Grade 2 student gives a presentation on magnets, the children listen attentively and ask questions about how magnets work. The children play a memory game, using dinosaur models. <ul style="list-style-type: none"> The children identify each dinosaur in a display. The teacher covers the dinosaur display with a towel and removes one of the models. After the towel is removed, the children try to identify which dinosaur is missing. After reading <i>Have You Seen Birds?</i>, the children discuss birds and bird feeders. <p>Child 1: We made a feeder at home from a milk carton.</p> <p>Child 2: So did we! Ours is big! We put sunflower seeds in it.</p> <p>Child 3: How many birds visit at your feeder?</p> <p>Child 4: Can we make a feeder?</p> The children create their own boats in the craft centre and explore, at the water table, if they sink or float. They ask such questions as: <ul style="list-style-type: none"> Why did my paper boat float first and then sink? What are the windows in the boat called? Will the boat float if you open them? Will my boat sink? How did you get your boat to float? After one child tells the class about a new Dalmatian puppy, the children talk about different kinds of dogs. The children brainstorm how they could find out more about dogs. <p>Child 1: My cousin has two dogs. I could ask him.</p> <p>Child 2: We could look in the school library.</p> <p>Child 3: I could ask the veterinarian when my dog goes for shots.</p> <p>Child 4: My Mom and I could check on the computer.</p>

KINDERGARTEN

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 *Select and Process*

Specific Outcomes	Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none">• seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos <p>Access information</p> <ul style="list-style-type: none">• use illustrations, photographs, video programs, objects and auditory cues, to access information <p>Evaluate sources</p> <ul style="list-style-type: none">• ask questions to make sense of information	<ul style="list-style-type: none">• The children are learning about bats and they want to draw pictures of bats. They refer to such picture books as <i>Stellaluna</i>, explore a bookmarked web site on the Internet, or question a guest speaker on the Science Hotline to get details about what bats look like. • The children find out how eggs hatch, by observing the hatching of a baby chick from an incubated egg in the science centre.• Using a CDROM program, the children find things that start with the letter “F.” • A child makes a paper kite at home, brings it to class and describes how it was made. Classmates ask questions, such as:<ul style="list-style-type: none">– Why do you need a tail on the kite?– How much string do you need?– What do you do, if it is not very windy?– Where did you get the paper?

KINDERGARTEN

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none"> categorize objects and pictures according to visual similarities and differences <p>Record information</p> <ul style="list-style-type: none"> represent and talk about ideas and information; dictate to a scribe <p>Evaluate information</p> <ul style="list-style-type: none"> share new learnings with others 	<ul style="list-style-type: none"> The children categorize shells into groups according to specific attributes, like colour, shape, size and texture. As they sort the shells, they make such comments as: <ul style="list-style-type: none"> This shell is the same colour, but not the same size. All of these shells are white. This shell is bumpy, and these are smooth. Each child puts a shoe into a pile. The teacher sorts the pile according to a particular attribute, such as laces or no laces. The children then try to determine the teacher’s secret sorting criteria. After the children watch baby chicks hatch, they illustrate the process in their journals. The children then dictate the sequence of events, as a parent or older student records. After listening to the story <i>A Lost Button</i> in <i>Frog and Toad are Friends</i>, children look through a collection of buttons to choose a favourite one. One child draws a button and dictates, “My button is little and pink. It has two holes.” After building a car in the block centre, a child explains to a classmate how the wheels were connected to make the car move. Two children build a tower in the block centre. The teacher takes pictures during the building process. Other children see and use the resulting photographs as a reference during block play.

KINDERGARTEN

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">• share ideas and information about topics of interest <p>Review research process</p> <ul style="list-style-type: none">• share information-gathering experiences	<ul style="list-style-type: none">• While playing a tabletop hockey game, a child shares information about playing hockey.<ul style="list-style-type: none">– You have to wear a helmet and skates.– You shoot the puck with a hockey stick.– When the puck goes in the net, it's a goal! • After presenting their class-made big book about penguins to the Grade 1 class, the children tell the audience how they got their information.<ul style="list-style-type: none">Child 1: We looked in books, and we saw pictures of the rookeries.Child 2: A video told us that penguins live in the Antarctic.Child 3: We had a speaker from the zoo who told us about krill and squid.

KINDERGARTEN

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> make statements related to the content of own and others' pictures, stories or talk <p>Revise and edit</p> <ul style="list-style-type: none"> retell ideas to clarify meaning in response to questions or comments <p>Enhance legibility</p> <ul style="list-style-type: none"> form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner explore the keyboard, using letters, numbers and the space bar 	<ul style="list-style-type: none"> While one child shares a journal from the author's chair, the other children make comments; e.g.: Child 1: What did you do at the park? Child 2: Your yellow and orange leaves look like the ones in the park. While building a snowman one child comments, "This reminds me of how Sadie made her snowman in <i>Sadie and the Snowman</i>." A child tells the group about losing a tooth the previous night and responds to questions from classmates. <ul style="list-style-type: none"> How did your tooth come out? What were you eating at the time? Did it hurt? What did you do with your tooth? The children practise writing letters in a sand/rice table, using a manipulative. A child draws a picture of a house and family and labels it <i>My Home</i>. At the computer centre, one child uses the keyboard to make a pattern; e.g., abc abc abc. Another child copies the pattern and makes a new one, using numbers; e.g., 36 36 36.

KINDERGARTEN

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>Expand knowledge of language</p> <ul style="list-style-type: none">• explore and experiment with new words and terms associated with topics of interest• experiment with rhymes and rhythms of language to learn new words <p>Enhance artistry</p> <ul style="list-style-type: none">• experiment with sounds, colours, print and pictures to express ideas and feelings	<ul style="list-style-type: none">• While learning about spring, the teacher reads the book <i>One Bright Monday Morning</i>. The children then brainstorm what they might see on their way to school in springtime.• The children compose their own zoo version of “Old MacDonald Had a Farm.”• The children use the poem <i>Dinosaur Dinner</i>, in the anthology <i>Til All the Stars Have Fallen: Canadian Poems for Children</i>, to learn the names of dinosaurs.• The children read a story in a software reading program. They then use the draw and paint toolbar to colour their own version of the story.• While the teacher reads the book <i>Leo the Late Bloomer</i>, children observe and discuss how the illustrator depicts the drawing, writing and voices of the different animals.

KINDERGARTEN

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> develop a sense of sentence <p>Attend to spelling</p> <ul style="list-style-type: none"> hear and identify dominant sounds in spoken words demonstrate curiosity about visual features of letters and words with personal significance connect letters with sounds in words print own name, and copy environmental print and words with personal significance 	<ul style="list-style-type: none"> While the teacher is reading <i>Don't Forget the Bacon</i>, the children complete the repeated oral cloze "... and don't forget the bacon." After the children sing the song "Mr. Sun," the teacher asks them what sound they hear at the beginning of the word <i>Sun</i>. The children identify the sound and name other words that begin with /s/. On a language experience chart, children point out all the words that begin with the same letter as <i>Dad</i> or their own name. In the house centre, a child prepares for shopping by writing a pretend grocery list. In the painting centre, the children experiment with painting their names in fancy, colourful letters. The children try to form letter shapes by using their bodies. Using the alphabet book <i>On Market Street</i>, children identify the beginning letter, and its sound, of the gifts that are purchased in the shops along Market Street. When writing the word <i>jam</i> on a class web of favourite foods, a child says, "Jam ... /j/.... I think it starts with the letter 'j.' " A child prints <i>Kelly</i> at the bottom of a painting about a family picnic. A child makes a journal entry about a pet cat and labels the picture with the letters <i>cat</i>, copied from a classroom chart.

KINDERGARTEN

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 *Attend to Conventions* (continued)

Specific Outcomes	Illustrative Examples
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">recognize capital letters and periods in print textscapitalize first letter of own name	<ul style="list-style-type: none">After the children take a walk in the fall leaves, they dictate a class story. Child 1: We rolled in the leaves. Child 2: The leaves were yellow and crunchy. The teacher talks through the sentences while writing, and the children recognize that each child’s statement begins with a capital letter and ends with a period.Two children are looking at a class story, recorded on chart paper. Child 1: Can you find my name? It starts with a capital “T.” Child 2: Yes. It’s here (points) and here (points).The children sign a thank-you card, using their own name cards as models.The children spell their names, using upper and lower case magnetic letters.

KINDERGARTEN

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none"> share ideas and information about own drawings and topics of personal interest <p>Enhance presentation</p> <ul style="list-style-type: none"> use drawings to illustrate ideas and information, and talk about them <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> speak in a clear voice to share ideas and information <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> follow one- or two-step instructions make comments that relate to the topic being discussed 	<ul style="list-style-type: none"> After listening to a humorous poem, children draw pictures of events that made them laugh and share their drawings. After watching a videocassette about butterflies or listening to the teacher read books, such as <i>The Very Hungry Caterpillar</i> or <i>Butterfly & Moth</i>, the children illustrate and talk about the life cycle stages of butterflies. A child shares a picture of the family pet dog with classmates at circle time, and talks, in a clear voice, about the dog's name, what the dog looks like and what tricks the dog performs. After the teacher and children sing a goodbye song, the children respond appropriately to the teacher's directions; e.g., "Put on your coats, then line up at the door." When talking about animal homes, the teacher shows the class a bird's nest. The children ask questions and make comments; e.g.: <ul style="list-style-type: none"> Where did you find the nest? Did the nest have eggs in it? I found a nest once when we were camping, and it had three blue eggs in it.

KINDERGARTEN

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none"> • explore personal experiences and family traditions related to oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> • explore oral, print and other media texts from various communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> • share stories using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments <p>Use language to show respect</p> <ul style="list-style-type: none"> • use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns 	<ul style="list-style-type: none"> • The children make a birthday graph to show how many children have a birthday in each month. • After reading <i>Rolly’s Bear</i>, children talk about stories told to them by older family members. <p>After reading <i>Thor</i>, children discuss their different cultural backgrounds.</p> <p>Child 1: I am Icelandic like Thor! My grandmother makes vinarterta cake like Thor’s does!</p> <p>Child 2: Can she make some for us?</p> <p>The children write an invitation to the grandmother, inviting her to come to the school and bring pictures of Iceland, her collection of Icelandic sweaters and some taste samples of vinarterta.</p> <ul style="list-style-type: none"> • After reading <i>Just for You</i>, the children create their own version of the story to give to a parent; e.g., “I wanted to make a picture just for you, but I spilled the paint.” • For the class year-end celebration, the children perform a readers’ theatre presentation that describes what they learned over the year. <ul style="list-style-type: none"> • During a question and answer session after a presentation by a dog trainer, children ask: “Mr. Smith, can we please pet your dog?” After Mr. Smith agrees, they wait for their turn.

KINDERGARTEN

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work within a Group

Specific Outcomes	Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none"> participate in class and group activities find ways to be helpful to others <p>Work in groups</p> <ul style="list-style-type: none"> ask and answer questions to determine what the class knows about a topic listen to others' ideas <p>Evaluate group process</p> <ul style="list-style-type: none"> respond to questions about personal contributions to group process 	<ul style="list-style-type: none"> In a small group, the children work together to complete a large floor puzzle. In the painting centre, five children create a farm scene, using mixed media; e.g., paint, sponges, charcoal, feathers. The Helper of the Day helps the teacher take attendance and choose the storybook for the day. The children visit a local nursing home to sing, draw and talk with seniors. Some children want to make applesauce and talk to others about how to do it. Child 1: You have to cut the apples into little pieces. Child 2: They get all mushy. Child 3: You need a masher. Child 4: My grandma knows how. She makes great applesauce. Some children are building a castle in the block centre. Child 1: Let's make the doorway here. Child 2: That would be a better place for the tower. Child 3: I agree. If the doorway were on the other side, we could add a bridge. The children construct a car racetrack in the block centre. They show the teacher how it works. Teacher: What part did you build? Child 1: I made the ramp and that corner. Joey helped me.

GRADE 1

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none">• 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 and oral, print and other media texts	<ul style="list-style-type: none">• After listening to the story <i>Bread and Jam for Frances</i>, a student tells about visiting grandma’s house and not liking some of the food being served.• After reading the story <i>Corduroy</i>, students paint a picture of or bring in their favourite stuffed animal or other toy.• After listening to <i>Just Shopping with Mom</i>, students record what they would choose if they were in charge of shopping. Student 1 draws a shopping cart filled with fruit and cookies. Student 2 writes, “I’ll get a big steak and some salad.”• From a container, students pull objects related to a recently studied theme or topic, such as a seed, a leaf, a pine-cone. Students then tell what they know about the object.• One student tells the class that her father is a nurse, then another student adds that his mother is a nurse, too.• When mixing primary colours, students record results and discuss their findings. One student says, “Mixing yellow and blue makes green.”• Students visit a neighbourhood park and collect items, such as leaves, twigs and grass, to make a collage. Students then present their collages and share thoughts and feelings about their experience.

GRADE 1

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p>Experiment with language and forms</p> <ul style="list-style-type: none"> experiment with different ways of exploring and developing stories, ideas and experiences <p>Express preferences</p> <ul style="list-style-type: none"> express preferences for a variety of oral, print and other media texts <p>Set goals</p> <ul style="list-style-type: none"> choose to read and write for and with others 	<ul style="list-style-type: none"> A student writes a poem about the colour red, using a model for colour poems from <i>For the Love of Language: Poetry for Every Learner</i>: Red is like my kot Red is like an apl Red is like a fir Red is like a cr And red is like a flwr After reading <i>I Love My Mom</i>, each student creates a page for a class book, by drawing or painting a picture and completing the sentence stem, “I love my Mom because” A group of students talk about a play performed by the Grade 6 class. Student 1: The best part was when the animals found the little girl in the forest. Student 2: I liked the rabbit doing a funny dance to make the girl happy. As students add the titles of books read or viewed to the story tree, they rate them with one, two or three stars. After reading <i>Little Blue and Little Yellow</i>, a student draws a picture and says, “I like it when little blue and little yellow become green.” At a letter writing centre, students choose from a variety of stationery when writing to friends, family members or others. During class reading time, two students go to the poem chart and, together, read the poem <i>The Moon’s a Banana</i>, in the anthology <i>Toes in My Nose</i>. A student reads to the class the birthday cards sent or made by friends. Students work in pairs to write a story for a classmate who has moved away. They then draw an illustration to be included with their story.

GRADE 1

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
<p>Consider others' ideas</p> <ul style="list-style-type: none"> listen and respond appropriately to experiences and feelings shared by others <p>Combine ideas</p> <ul style="list-style-type: none"> group ideas and information into categories determined by an adult <p>Extend understanding</p> <ul style="list-style-type: none"> ask questions to get additional ideas and information on topics of interest 	<ul style="list-style-type: none"> Students participate in a class meeting to solve a problem that has arisen, such as not cleaning up materials after use or having to wait too long for a turn at the computer. Students share their feelings about the problem and help to brainstorm possible solutions. One student tells about a new family dog. Other students tell about pets they have or would like to have. After viewing the videocassette <i>The Rainbow Fish</i>, students tell about a time they gave something to somebody and how they felt about it. <ul style="list-style-type: none"> Students work in small groups to sort transportation pictures into categories chosen by the teacher, such as wheels/no wheels, land/air/water or motor/no motor. After viewing a videocassette about bears, students provide facts about bears and place them in categories chosen by the teacher, such as what bears look like, what bears eat, what bears do. <p>Student 1: I saw the bear eating berries. Teacher: Where will we put that? Student 1: In the eating part. Student 2: I saw the bear had white fur. Teacher: Where would that go? Student 2: What bears look like.</p> <ul style="list-style-type: none"> After listening to the Special Student of the Week tell about such things as family, favourite activities, pets, food preferences and friends, students ask questions to find out more; e.g.: <ul style="list-style-type: none"> What do you want to be when you grow up? What is your favourite food? Why is soccer your favourite game? After listening to the story <i>Stellaluna</i>, students ask such questions as: <ul style="list-style-type: none"> Do all bats hang upside down? Don't bats eat bugs, too? Do bats have nests like birds do?

GRADE 1

General Outcome 2

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



2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> • use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning • use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts • use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning • use knowledge of print, pictures, book covers and title pages to construct and confirm meaning 	<ul style="list-style-type: none"> • Students listen carefully as the teacher gives instructions on how to complete a reading response activity. • After a student’s story about a favourite place has been entered in the software program <i>Kid Works Deluxe</i>, the student chooses a voice and sound effects to bring the story to life. • When reading a book about zoo animals, a student predicts the unfamiliar word <i>giraffe</i> and says, “I think that must be <i>giraffe</i> because I looked at the picture.” • A student chooses a book about farm animals and says, “I’m sure there will be horses and cows in here, because I saw them at a farm.” • Students read <i>Each Peach Pear Plum</i>, and then use rhyming words to predict unfamiliar text, such as: Each peach, pear, plum I spy Tom _____ Tom Thumb in the cupboard I spy Mother_____. • A student uses a loud voice when reading BOOM printed in upper case letters in <i>Chicka Chicka Boom Boom</i>. • A student uses the pictures in <i>Big Duck’s Walk</i> to predict where the duck is walking. • Children look through the story <i>The Grouchy Ladybug</i> and make predictions about the story, using the pictures, the print size and the clocks. Student 1: The pages and the letters are getting bigger. The Ladybug keeps meeting bigger animals. Student 2: I knew the story would take a whole day because the Sun came up and went back down. • A student looks at the pictures in a book and tells a story about the pictures in her first language, Spanish. • During library book exchange, a student looks at the cover of a book, opens it to random pages, and decides to take it home to read, saying: “This book looks interesting. I think I can read the words.”

GRADE 1

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>Use comprehension strategies</p> <ul style="list-style-type: none"> • use language prediction skills to identify unknown words within the context of a sentence • use a variety of strategies, such as making predictions, rereading and reading on • talk about print or other media texts previously read or viewed • identify the main idea or topic of simple narrative and expository texts • identify by sight some familiar words from favourite print texts <p>(continued)</p>	<ul style="list-style-type: none"> • Students use meaning, grammatical and phonics cues to read the unfamiliar word <i>kitten</i> in the sentence, “I see a cat and her baby kitten.” • A student reads, “I saw the dog <i>big</i> up the bone,” stops, pauses and rereads, “I saw the dog <i>dig</i> up the bone.” • When reading, a student pauses at an unfamiliar word, skips it and says a placeholder word like <i>blank</i>, and reads on to make sense of the sentence: “The <i>blank</i> has a long grey trunk, big feet and large ears.” The student then rereads the sentence, inserting the word <i>elephant</i>. • A student chooses a videocassette recently viewed and talks about some of the following to a small group: title, where the story takes place, favourite character and part, and reasons for these choices. • Students discuss the book <i>Franklin’s New Friend</i>, which was read in class. They take turns telling about the story. Student 1: Moose had a really big bed. Student 2: Franklin was scared to meet Moose. Student 3: I liked Moose, because he got the soccer ball out of the tree. • After viewing the videocassette <i>Dazzle the Dinosaur</i>, a student says that although the dinosaur was scared, he was brave enough to save his best friend. • Students view a wordless picture book and tell, in their own words, what the story is about. • By using such visual cues as location of the text, capital letters, word shape and length, beginning letters and double consonants, together with context cues, students recognize the names of characters in favourite stories or words associated with personal interests, such as <i>hockey</i>, <i>pizza</i> and <i>dinosaurs</i>. • Students collect words that they know from magazines, newspapers and old story books. The words are copied and displayed on a word wall. Several students recognize <i>Stop</i> in a story they are reading and go to the word wall, saying: “Here’s that word. It’s <i>Stop</i>.”

GRADE 1

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • identify high frequency words by sight • read aloud with some fluency and accuracy, after rehearsal • self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>Use textual cues</p> <ul style="list-style-type: none"> • preview book cover, pictures and location of text to assist with constructing and confirming meaning <p>(continued)</p>	<ul style="list-style-type: none"> • In their reading materials, students read by sight such frequently used words as <i>and, away, said, look, see.</i> • Students write frequently used sight words in a personal word list or book. A student sees a word in a new book and finds it in a personal list. • Students play vocabulary games in pairs or small groups. Note: Some sources for lists of frequently used words are included under Teacher References at the end of this grade level. • Using a readers' theatre text or a familiar story with a variety of characters, individual students take on characters, practise their lines and present the text as readers' theatre. • Students practise reading a favourite poem from a selection, such as <i>Read-Aloud Rhymes for the Very Young</i> or <i>Where the Sidewalk Ends: The Poems & Drawings of Shel Silverstein</i>, so that they can read the poem to their family and friends. • A student reads, "The dog was a bone," realizes it does not make sense, self-corrects and reads, "The dog saw a bone." • When reading the poem <i>My Little Sister</i>, a student reads, "she takes my cap and ball," realizes that the word is more than ball, looks at the picture and rereads the word as baseball. • A group of students is looking at a labelled map of the school. Student 1: This must be office because it's by the front door. Student 2: And the word starts with "o." • After previewing the book cover, students draw pictures to show what they think the book will be about. They check their predictions as the teacher reads the story.

GRADE 1

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use textual cues</p> <ul style="list-style-type: none"> use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> segment and blend sounds in words spoken or heard use phonic knowledge and skills to read unfamiliar words in context <p>(continued)</p>	<ul style="list-style-type: none"> Students use capital letters and periods to locate the beginning and ending of sentences displayed in a pocket chart. Students match print to speech in big books, by pointing to the words as they read them. Students read today’s news or a class story, and identify the beginning of each sentence by tracing over the upper case letter with a green marker (Go) and circling the end punctuation with a red marker (Stop). While writing a story about a pet, a student breaks down words from a personal word list into sounds; e.g., the words cat, drop and map are broken down into c-a-t, dr-o-p and m-a-p. Students repeat such words as classmate’s names, and clap out the syllables: Nan-cy, Mo-ham-med, Al-ex-an-der. Given word endings such as -oat or -un, students add initial sounds to form words such as goat and boat or run, fun, sun. When reading the morning message, the student correctly associates the sound /s/ with the initial consonant “s” to identify the word sister in context. When reading and writing, students demonstrate consistent sound-symbol associations with: <ul style="list-style-type: none"> consonants b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z consonant blends bl, pl, br, tr, st, gr, dr, fr, fl consonant digraphs ch, sh, wh, th (voiced) short vowels a, e, i, o, u. When reading the sentence, “The car was driving down the road.” a student first reads the word road as street. The student pauses and self-corrects after recognizing the initial consonant “r.”

GRADE 1

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • use analogy to generate and read phonically regular word families • associate sounds with letters and some letter clusters <p>Use references</p> <ul style="list-style-type: none"> • use a displayed alphabet as an aid when writing • use personal word books, print texts and environmental print to assist with writing • name and match the upper and lower case forms of letters 	<ul style="list-style-type: none"> • When given the word <i>day</i>, students generate a list of rhyming words, such as <i>play</i>, <i>say</i>, <i>may</i>. • When reading, students identify such words as <i>frog</i> and <i>jog</i> because they already know the word <i>dog</i>. • When students sing the last line of “Are You Sleeping” (<i>Ding, dang, dong</i>), they repeat the last line changing the initial consonant according to consonant cards being displayed by the teacher or students, such as <i>M–ming, mang, mong, F–fing, fang, fong, Z–zing, zang, zong</i>. • When looking at the word <i>grin</i> a student says, “I see the word in in <i>grin</i>.” • When given the word <i>brown</i>, students are able to generate a list of words that begin with the same blend; e.g., <i>brown, bread, break, bright, broke, bring</i>. • The student locates the letter “k” on a wall alphabet to verify letter formation when printing the word <i>kite</i>. • A student wrote a story about grandmother and asked the teacher to print <i>Grandma</i> in a personal word book. The student finds the word in the word book when writing another story about a family. • Students refer to a word wall for commonly used words when writing in their journals. • A group of students use such classroom labels as <i>door, table</i> and <i>chalkboard</i>, when making a map of the classroom. • A student uses <i>My First Word Book</i> for assistance with words, when writing about the jungle. • Students use a stamping kit at the printing centre, or computer software, to name and match upper and lower case letters. • The children play “Go Fish,” using cards with upper and lower case letters. • Referring to a chart story, the teacher says, “This word is <i>Mother</i>. It begins with a capital ‘M.’ Can anyone point to a word beginning with a small ‘m’?” One of the children points to the word <i>morning</i>.

GRADE 1

General Outcome 2

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



2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none">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 cartoonsillustrate and enact stories, rhymes and songsremember and retell familiar stories and rhymes <p>Construct meaning from texts</p> <ul style="list-style-type: none">relate aspects of stories and characters to personal feelings and experiences <p>(continued)</p>	<ul style="list-style-type: none">Students listen to and join in reciting repetitive text or predictable words from such books as <i>The Funny Little Woman</i>, <i>The Elephant's Child</i>, <i>Peter's Moccasins</i>, <i>Raven: A Trickster Tale from the Pacific Northwest</i>, <i>Winter White</i> and <i>Big Boy</i>.Students look at the artwork of Ted Harrison, in such books as <i>O Canada</i> or <i>Children of the Yukon</i>. They observe and discuss his style and technique, then use it in their own pictures made with paints, oil pastels, crayons or markers.Students illustrate their favourite part of a story.Students role play stories and nursery rhymes as someone reads or retells them.Students make storyboards or stick puppets to help in retelling familiar stories and rhymes.Students read a story. They then draw pictures of the story on an overhead transparency and use the pictures to share the story with others.Students listen to <i>Chester Bear, Where Are You?</i> and respond to such questions as:<ul style="list-style-type: none">Have you ever lost a favourite toy?How did you feel?Where did you look?Who helped you?After reading <i>The Doorbell Rang</i>, students share about a time when friends came over to visit. They talk about what they would do if there were too many people at their house and not enough cookies.

GRADE 1

General Outcome 2

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



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> retell interesting or important aspects of oral, print and other media texts tell or represent the beginning, middle and end of stories tell, represent or write about experiences similar or related to those in oral, print and other media texts <p>(continued)</p>	<ul style="list-style-type: none"> Students listen to <i>Annie & Co.</i>, and then list in order the things that Annie fixes. A group of students chooses to draw a circular map, labelling the events along the road and back home again. <ul style="list-style-type: none"> Students listen to or read <i>Sing a Song of Mother Goose</i> and one student comments, “The play dough illustrations make the people and animals look so real.” Using a software presentation program, a student retells <i>Noisy Nora</i> in three frames and uses the mouse to move from frame to frame while telling a partner about the story. Following a discussion of events in the story <i>Bibi and the Bull</i>, students do a tableau of the beginning of the story. They continue with tableaux for events from the middle and end of the story. Students use an appropriate shape, such as a castle or forest, divided into three sections, to represent the beginning, middle and end of fairy tales. Students write journal entries about events in their lives that they are reminded of when they listen to <i>You’ll Soon Grow into Them</i>, <i>Titch</i>. After listening to the story <i>The Little Mouse, the Red Ripe Strawberry, and the Big, Hungry Bear</i>, students illustrate and talk about a time when they had difficulty sharing.

GRADE 1

General Outcome 2

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



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> tell what was liked or disliked about oral, print and other media texts <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> identify how words can imitate sounds and create special effects <ul style="list-style-type: none"> experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts 	<ul style="list-style-type: none"> A student talks about the book <i>The Dream Weaver</i> and says, “I like this story because the letters look like real printing and the pictures are fun to look at.” Students, in pairs, look at some art reproductions and talk about them. Student 1: I like the bright colours. Student 2: That person looks sad. It makes me sad, too. <ul style="list-style-type: none"> Students retell <i>The Tailypo, A Ghost Story</i>, using different voices for the characters and the wind sounds. Students listen to a story about sounds in a software reading program and identify the words used to represent sounds. They write and record their own stories, using similar words. Students listen to <i>Mortimer</i> and recognize that <div style="text-align: center; margin: 10px 0;"> <pre> thump thump thump thump thump thump thump thump thump </pre> </div> <p>are the sounds of the people going up and down the stairs. They find other words, such as clang, rattle-bing-bang, that are the sounds that Mortimer is making.</p> Students read <i>Brown Bear, Brown Bear, What Do You See?</i> and then use the pattern to create a class book with individual names and photographs.

GRADE 1

General Outcome 2

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



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
<p>Understand forms and genres</p> <ul style="list-style-type: none">distinguish differences in the ways various oral, print and other media texts are organizedidentify various forms of media texts	<ul style="list-style-type: none">A group of students looks through two or three types of texts, such as magazines, story books, telephone directories or web sites, and identifies ways in which they are organized differently.Some students are finding out about sharks. Student 1: This magazine has some good pictures of sharks. Student 2: This book has information about what sharks eat and where they live. Student 3: Why don't we ask the teacher to help us find sharks on the Internet. Sometimes there are videos.Students generate a list of sources, such as television, videocassettes, newspapers, magazines, CDROMs, web sites and audiocassettes, to find information and ideas on the theme Life Under the Sea.
<p>Understand techniques and elements</p> <ul style="list-style-type: none">know that stories have beginnings, middles and endingstell what characters do or what happens to them in a variety of oral, print and other media texts	<ul style="list-style-type: none">Students listen to the story <i>Mom, The School Flooded</i>. They then write and share their own endings to the story.A student reads <i>Clifford, The Small Red Puppy</i> and says, "When the story starts, Clifford is just a little puppy. He gets bigger and bigger, and at the end he's huge."After reading <i>What's in Fox's Sack?: An Old English Tale</i>, students choose a character and role play the story together. Student 1: I'm the fox, so I need to pretend I'm carrying the little boy. Student 2: I'm the big watchdog, so I get to chase the fox away.

GRADE 1

General Outcome 2

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



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>Experiment with language</p> <ul style="list-style-type: none">demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play	<ul style="list-style-type: none">Students take such patterns as: <u>Yellow</u>, <u>yellow</u> What is <u>yellow</u>? A <u>Sun</u> is <u>yellow</u> As <u>hot</u> as can be and change the underlined words to make a personal verse, such as: <u>Blue</u>, <u>blue</u> What is <u>blue</u>? An <u>ocean</u> is <u>blue</u> As <u>wet</u> as can be.Students present a choral reading of <i>One Grey Mouse</i> to the Kindergarten class.After singing “Six Little Ducks,” students make up actions to go along with the song.

GRADE 1

General Outcome 2

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



2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none"> generate and contribute ideas for individual or group oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts 	<ul style="list-style-type: none"> Students base their own stories on familiar story characters or include familiar story characters in their own adventures. Students brainstorm a list of possible writing topics. These are recorded and posted in the classroom and/or kept in student journals. Students use a computer software program to rewrite a familiar story; e.g.: <ul style="list-style-type: none"> I put my name in the story. I added my sister to the story. In a pattern substitution activity using the song “The Bear Went Over the Mountain,” students generate a list of prepositions to use instead of over and finish the phrase with an appropriate noun. <p>Student 1: The bear went around the tree.</p> <p>Student 2: The bear went in the cave.</p> Students change key words in a song to create original songs: <p>One little, two little, three little <u>snowflakes</u></p> <p>Four little, five little, six little <u>snowflakes</u></p> <p>Seven little, eight little, nine little <u>snowflakes</u></p> <p>Ten little <u>snowflakes falling from the sky</u>.</p> Students add new ideas to extend pattern stories, such as <i>All By Myself</i>. <ul style="list-style-type: none"> I wanted to _____ all by myself, but _____. I wanted to <u>zip up my coat</u> all by myself, but <u>the zipper got caught on my shirt</u>. Students listen to <i>Mabel Murple</i> and then generate a verse for other colours, such as: <p>Yolanda Yellow’s house was yellow</p> <p>So was Yolanda’s <u>bed</u></p> <p>Yolanda Yellow’s cat was yellow</p> <p>So was her <u>sled</u>.</p> Students choose rhyming words from a word wall to create a new verse for “Down By the Bay.” One student draws a fat snake sitting on a birthday cake and writes, “Did you ever see a snake eating a cake?”

GRADE 1

General Outcome 2

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



2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
<p>Structure texts</p> <ul style="list-style-type: none">• write, represent and tell brief narratives about own ideas and experiences• recall and retell or represent favourite stories	<ul style="list-style-type: none">• Students write several short sentences that are related to one topic, such as <i>My Neighbourhood</i> or <i>A Visit to a Friend's House</i>. They illustrate their writing and share it with the class.• Before reading <i>Just Like Daddy</i>, students talk about special times or activities shared with a favourite adult.• After reading <i>The Three Little Pigs</i>, some students build houses out of building blocks, straw and wooden sticks. One student brings in a hair dryer to test which house is the strongest.• Students make puppets and create a setting to tell a familiar story, such as <i>Goldilocks and the Three Bears</i> or <i>Little Red Riding Hood</i>.

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none"> explore and share own ideas on topics of discussion and study connect information from oral, print and other media texts to topics of study <p>Determine information needs</p> <ul style="list-style-type: none"> ask and answer questions to satisfy information needs on a specific topic 	<ul style="list-style-type: none"> Students brainstorm ideas about a topic and contribute to a group web: <div data-bbox="808 709 1247 919" data-label="Diagram"> <pre> graph TD Space((Space)) --- astronauts Space --- spaceships Space --- planets Space --- stars Space --- Moon Space --- Sun </pre> </div> Individual students share ideas about favourite sports. Student 1: I love to play baseball. Student 2: I like watching baseball on TV. Student 3: I play soccer. I'm on the red team. Students interview partners about what they want to be when they grow up and why. Students listen to a poem about penguins from <i>Antarctic Antics: A Book of Penguin Poems</i> and then add new information from the poem to a classroom web or chart. After reading books and looking at pictures of families, students talk about their own families. Students survey the class to find out which fruits the class prefers, in order to make fruit kabobs. They ask questions like, "Do you like bananas, apples or grapes?" The class graphs the responses and determines how much of each fruit is needed to make enough kabobs for everyone in the class. When discussing family traditions, students ask their parents what games and activities they liked when they were children. They then share this information with the class. In small groups, students brainstorm questions to ask staff members about their responsibilities in the school.

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus (continued)

Specific Outcomes	Illustrative Examples
<p>Plan to gather information</p> <ul style="list-style-type: none">• follow spoken directions for gathering ideas and information	<ul style="list-style-type: none">• After reading <i>Charlie the Caterpillar</i>, some students want to learn more about caterpillars. During library time the teacher tells them where the nature books are located, and they find some books about caterpillars.• Planning for the class picnic, two students are asked to question their classmates if they would rather have mustard, ketchup or relish on their hot dogs and to record the answers. As one student asks for preferences, the other records M for mustard, K for ketchup and R for relish on the tally paper.

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none">find information on a topic using a variety of sources, such as picture books, concept books, people and field trips	<ul style="list-style-type: none">After a neighbourhood walk, students record what they saw, heard and smelled, and then discuss these with classmates.During Fire Safety Week, students listen to a firefighter talk about fire safety. They record ideas in pictures and print, and ask their parents about their own fire escape route at home.After reading <i>My Weather Diary</i>, students make a class weather diary for a week.
<p>Access information</p> <ul style="list-style-type: none">use text features, such as illustrations, titles and opening shots in video programs, to access informationuse questions to find specific information in oral, print and other media textsunderstand that library materials are organized systematically	<ul style="list-style-type: none">A group of students views a painting of a fall scene and makes observations about fall.From the title and illustrations, students predict the content of the story <i>The Balloon Tree</i>.Students brainstorm specific questions they have about bears: How many kinds of bears are there? Do all bears hibernate? Can bears swim? The students look for the answers in such sources as nonfiction books, pictures and videocassettes.Students understand that picture books are in one area of the library and information books are located in another part of the library: Student 1: I want to find a book with pictures of families. Student 2: You need to look on the other side of the shelf. These books are stories.
<p>Evaluate sources</p> <ul style="list-style-type: none">match information to research needs	<ul style="list-style-type: none">Students look at the covers and titles of books to see if they contain information on a topic of interest.

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples																				
<p>Organize information</p> <ul style="list-style-type: none"> identify or categorize information according to sequence, or similarities and differences list related ideas and information on a topic, and make statements to accompany pictures 	<ul style="list-style-type: none"> Students arrange pictures in sequential order to show the growth of a plant. After listening to <i>The Paper Bag Princess</i> and watching the videocassette, students complete a class T chart showing similarities and differences between the book and the videocassette. <table border="1" data-bbox="699 856 1393 1052" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">same</th> <th style="text-align: center;">different</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Elizabeth rescues Ronald. Elizabeth wears a paper bag. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> The dragon goes through the kitchen. Elizabeth goes off with the dragon and forgets about Ronald. </td> </tr> </tbody> </table> Groups of students create floor charts when learning about a specific topic; e.g.: <table border="1" data-bbox="699 1136 1365 1457" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">BEARS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">What Bears Do</td> <td style="text-align: center;">What Bears Eat</td> </tr> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%;"> <tr><td>Black bears hibernate.</td></tr> <tr><td>Bears sleep in dens.</td></tr> </table> </td> <td style="text-align: center;"> <table border="1" style="width: 100%;"> <tr><td>Bears eat berries.</td></tr> </table> </td> </tr> <tr> <td style="text-align: center;">Baby Bears</td> <td style="text-align: center;">Enemies of Bears</td> </tr> <tr> <td style="text-align: center;"> <table border="1" style="width: 100%;"> <tr><td>Babies climb trees for safety.</td></tr> <tr><td>Baby bears are born with no fur.</td></tr> </table> </td> <td style="text-align: center;"> <table border="1" style="width: 100%;"> <tr><td>Humans hunt bears.</td></tr> </table> </td> </tr> </tbody> </table> Students create a picture about friendship, and write about what makes a good friend; e.g.: <ul style="list-style-type: none"> A good friend is ... A good friend always ... 	same	different	<ul style="list-style-type: none"> Elizabeth rescues Ronald. Elizabeth wears a paper bag. 	<ul style="list-style-type: none"> The dragon goes through the kitchen. Elizabeth goes off with the dragon and forgets about Ronald. 	BEARS		What Bears Do	What Bears Eat	<table border="1" style="width: 100%;"> <tr><td>Black bears hibernate.</td></tr> <tr><td>Bears sleep in dens.</td></tr> </table>	Black bears hibernate.	Bears sleep in dens.	<table border="1" style="width: 100%;"> <tr><td>Bears eat berries.</td></tr> </table>	Bears eat berries.	Baby Bears	Enemies of Bears	<table border="1" style="width: 100%;"> <tr><td>Babies climb trees for safety.</td></tr> <tr><td>Baby bears are born with no fur.</td></tr> </table>	Babies climb trees for safety.	Baby bears are born with no fur.	<table border="1" style="width: 100%;"> <tr><td>Humans hunt bears.</td></tr> </table>	Humans hunt bears.
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GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
<p>Record information</p> <ul style="list-style-type: none"> represent and explain key facts and ideas in own words <p>Evaluate information</p> <ul style="list-style-type: none"> recognize and use gathered information to communicate new learning 	<ul style="list-style-type: none"> Students gather information on a topic, such as frogs, from print, videocassettes and pictures. They display the information in a graphic format, using two paper or cardboard circles—one smaller with a pie shape cutout—attached with a fastener. Students choose categories of information, record them on the outside edge of the larger circle and add one or two appropriate facts under each category. Students then turn the inside wheel to reveal the different facts about frogs. <div data-bbox="836 934 1209 1281" data-label="Diagram"> </div> <ul style="list-style-type: none"> Students create patterns with a variety of manipulatives. They record their patterns in their mathematics journals and name their patterns. A student says, “When my Mom read <i>Butterfly & Moth</i> to me, I learned that a moth comes out of a cocoon and that a butterfly comes out of a chrysalis.” A student writes a note home about something done in school: Dear Daddy, Today we made a graph about eyes. I learned that lots of kids in our class have brown eyes and only three have blue eyes. Love, Kelly

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">share ideas and information from oral, print and other media texts with familiar audiencesanswer questions directly related to texts <p>Review research process</p> <ul style="list-style-type: none">talk about information gathering experiences by describing what was interesting, valuable or helpful	<ul style="list-style-type: none">A student tells a small group, or the class, about a favourite rock collection.A student brings a CDROM about mathematics from home and shows peers how to use it.Some students paint a mural and respond to questions about it from the class.After viewing a film about the senses, students answer such questions as: “What senses do you use when you eat an ice cream cone?” “When would your sense of touch be helpful?” <ul style="list-style-type: none">After learning about snakes, students talk together. Student 1: I liked the video on the Internet, because it showed me how snakes eat. Student 2: The person who showed the snakes to our class sure knew a lot about them. Student 3: I thought snakes were slippery, until I touched one.

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> ask or respond to questions or comments related to the content of own or others' pictures, stories or talk <p>Revise and edit</p> <ul style="list-style-type: none"> rephrase by adding or deleting words, ideas or information to make sense check for obvious spelling errors and missing words <p>Enhance legibility</p> <ul style="list-style-type: none"> print letters legibly from left to right, using lines on a page as a guide <p>(continued)</p>	<ul style="list-style-type: none"> A student writes a story called "A Dragon" and reads it to the class. Students respond. Student 1: I like the way the dragon helped the prince and princess. Student 2: What are you going to call the dragon? Student 3: You could call it Fire Breather. One student reads to another a story written about a soccer game. Student 1: (reading) We played soccer and it started to rain. We left it in the field. Student 2: What did you leave? Student 1: The ball. I guess I should put that in. Students read their stories together in pairs. While reading, one student notices that form has been written instead of from, and corrects it. Students circle words they think are misspelled in their writing; discuss them during a conference with the teacher; and look for the correct spelling in a personal word book, on the class word wall or in a dictionary. Students look at some samples of writing on an overhead transparency and identify characteristics of legible printing to make a class checklist. As they write, students refer to a class checklist to ask such questions as: <ul style="list-style-type: none"> Do my letters sit on the lines? Are my letters spaced properly? Do my letters face the right way? Students trace over teacher-made letters or words on lined paper. Students use lined paper in daily writing, and use a sticker or mark in the top left-hand corner of the page as a guide to begin writing.



GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Enhance legibility</p> <ul style="list-style-type: none"> • use appropriate spacing between letters in words and between words in sentences <p>Expand knowledge of language</p> <ul style="list-style-type: none"> • explore and use the keyboard to produce text • identify and use an increasing number of words and phrases related to personal interests and topics of study • experiment with letters, sounds, words and word patterns to learn new words 	<ul style="list-style-type: none"> • Students cut a sentence strip apart between words and leave spaces between the words when reconstructing the sentence on a pocket chart.  • Students use their fingers to mark spaces between words.  • Students use a computer software program, such as <i>Kid Works Deluxe</i>, to create a story with words and pictures. • When writing a journal entry about gymnastics class, a student asks for help with such words as <i>gymnastics</i>, <i>balance beam</i> and <i>coach</i>. • Students brainstorm words that relate to winter, such as <i>frosty</i>, <i>chilly</i>, <i>white</i>, <i>cold as ice</i>, before writing a poem about winter. • In pairs, students generate lists of words found in classroom materials and environmental print that have a particular letter pattern, such as initial consonants, vowel combinations and word endings. The students share and discuss the meaning of the words. • Students generate word families, by listing words that relate to a word pattern, such as <i>sing</i>, <i>ring</i>, <i>thing</i>, and add the words to the class word wall. • Using individual letter cards, students combine them to spell such colour words as <i>g-r-e-e-n</i> and <i>b-l-u-e</i>.

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 *Enhance and Improve* (continued)

Specific Outcomes	Illustrative Examples
<p>Enhance artistry</p> <ul style="list-style-type: none">• use words and pictures to add sensory detail in oral, print and other media texts	<ul style="list-style-type: none">• When creating their own books, students choose an illustration style, such as pop-up pictures, holes in the pages, modelling clay pictures or materials of different textures. They explain why they chose that style.

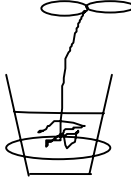
GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • speak in complete statements, as appropriate • write simple statements, demonstrating awareness of capital letters and periods 	<ul style="list-style-type: none"> • A student brings a mystery object to share. Student 1: Today I brought my favourite toy. Student 2: Is it soft and furry? Student 1: No, it's not soft and furry. Student 3: Is it bigger than a mouse? Student 1: Yes, it is bigger than a mouse. Student 4: Does it have wheels? Student 1: Yes, it has wheels. Student 5: Is it a truck? Student 1: Yes, it's a truck. • A student writes a simple story, developing one idea; e.g.: Wns apon a time a spider went out to kach sum bugs and at them for dinr. tha wr good. • Students observe the growth of a plant, then illustrate and write about their observations; e.g.:  My plat got a noo lef. • Students use a green marker to trace the beginning letter of a sentence and a red marker to indicate the period at the end.

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples												
<p>Attend to spelling</p> <ul style="list-style-type: none"> use knowledge of sounds of consonants and short vowels to spell phonically regular one syllable words in own writing spell phonically irregular high frequency words in own writing use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing know that words have conventionally accepted spellings 	<ul style="list-style-type: none"> Students segment and blend sounds while writing. <ul style="list-style-type: none"> A student says “hat,” then segments the sounds, saying: <ul style="list-style-type: none"> /h/ then writes “h” /a/ then writes “a” /t/ then writes “t” to make “hat.” Using a personal chalkboard with squares; e.g., <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table> a student slowly repeats the word <i>cat</i>—/c/, /a/, /t/—placing a button in a square for each sound, <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>⊙</td><td>⊙</td><td>⊙</td><td> </td><td> </td><td> </td></tr></table> and then writes the word <i>cat</i> underneath. As they write journal entries or stories, students spell such high frequency words as <i>was, is, once, they</i>. A student uses best try spelling in writing, “I want to have a pet elephant.” The student remembers that <i>elephant</i> does not have an “f” but a “ph” instead, and makes the correction. After drawing a bicycle, the students identify and label the various parts of the bicycle; e.g., <i>pedal, wheels, seat</i>. They use their knowledge of sounds to help predict how to spell each word; e.g., “Pedal starts with the /p/ sound. That’s a ‘p.’” Students find words they need for their writing on the word wall or class alphabet. One student asks another student, “How do you spell <i>truck</i>?” A student wants to use the word <i>February</i> in a story and so goes to the calendar and copies it correctly. 							⊙	⊙	⊙			
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<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> capitalize the first letter of names and the pronoun “I” in own writing identify periods, exclamation marks and question marks when reading, and use them to assist comprehension 	<ul style="list-style-type: none"> In a story about a family tradition, a student uses capital letters for the names of family members. As students read orally, they pay attention to punctuation by stopping at periods, pausing at commas, expressing excitement at exclamation marks and raising their voices/using inflection at question marks. 												

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none">present ideas and information to a familiar audience, and respond to questions	<ul style="list-style-type: none">One student builds a birdhouse and shows it to the class. The student explains what materials were used and demonstrates how the birdhouse works. The student then responds to questions from the class.A student talks about a fishing trip with a relative. Other students ask questions about fishing.
<p>Enhance presentation</p> <ul style="list-style-type: none">add details such as labels, captions and pictures to oral, print and other media texts	<ul style="list-style-type: none">Students illustrate their stories, using characters and speech balloons.A student finds pictures of different animals on the Internet, prints them, makes a booklet and labels each picture.
<p>Use effective oral and visual communication</p> <ul style="list-style-type: none">speak in a clear voice, with appropriate volume, to an audience	<ul style="list-style-type: none">Students speak in a clearly audible voice to the class when sharing stories, presenting information and experiences, and when role playing.A group of students presents <i>Bang, Buzz, Twang</i> as readers' theatre for the Kindergarten class.
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">ask questions to clear up confusing informationbe attentive and show interest during listening or viewing activities	<ul style="list-style-type: none">Students listen to the story <i>The Rooster's Gift</i> and ask questions. Student 1: What does it mean to be proud? Student 2: How can you tell if a chick is a rooster? Student 3: Why doesn't the rooster cock-a-doodle-do when the moon comes up? Student 4: What does awry mean?When their attention is focused on a videocassette, book or speaker, students respond appropriately to information, humour and illustrations.

GRADE 1

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none"> share personal experiences and family traditions related to oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> talk about other times, places and people after exploring oral, print and other media texts from various communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments <p>Use language to show respect</p> <ul style="list-style-type: none"> use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns 	<ul style="list-style-type: none"> After reading <i>Who Rides a Bike?</i>, a student writes a story in a journal and, from the author’s chair, shares it with the class or a small group. <ul style="list-style-type: none"> Yesterday, I went on a bike ride with my Mom and Dad. We went on a bike trail. It was fun. While sharing a memory box, one student shows a picture painted with Grandma’s help, a photograph of the family on vacation, and a special handprint made in Kindergarten. Students listen to stories about other children in different times and places and relate their own experiences to each story; e.g., <i>Granpa</i>, <i>I Know a Lady</i>, <i>Jamal’s Busy Day</i>, <i>Madeline</i>, <i>Island Baby</i>, <i>Crow Boy</i>, <i>Rechenka’s Eggs</i>. While viewing a senior’s collection of painted eggs, students talk about the colours and symbols on the eggs. Using shadow puppets, a small group of students collaborates to dramatize a song, nursery rhyme or story. Students are videotaped doing dances they have created. These videocassettes are shared with parents during open house conferences. Students read the story <i>Effie</i> and discuss how Effie spoke in a booming voice to make the elephant listen to her. Students role play specific situations to show respect. <ul style="list-style-type: none"> Student 1: Carrie, may I borrow your felts, please? Student 2: Yes, you may. When interviewing the school principal about school rules, a student asks, “Why is that rule important?”

GRADE 1

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work within a Group

Specific Outcomes	Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none">work in partnerships and groupshelp others and ask others for help	<ul style="list-style-type: none">Students are paired with older students for daily reading.Students work in small groups to measure the length and width of the classroom.When reading a wordless book, such as <i>Tuesday</i>, students take turns telling their partners what they see on each page. Student 1: A frog flew into a dog. The dog tried to bite it. Student 2: Now lots of frogs are chasing the dog. They then discuss what the whole story is about.Students ask for assistance from the teacher or peers when spelling unknown words.<ul style="list-style-type: none">How do you spell _____?I'll help you sound it out.It's on the word wall and in your dictionary.Students help each other in their writing by sharing ideas or making helpful comments, such as I wonder ..., I like ...Students trace an outline around each other to make life-sized self-portraits.
<p>Work in groups</p> <ul style="list-style-type: none">ask questions and contribute ideas related to class investigations on topics of interesttake turns sharing ideas and information	<ul style="list-style-type: none">Students collect information, survey peers and construct a class graph, using such questions as:<ul style="list-style-type: none">Does your jacket have buttons or a zipper?What colour are your eyes?How many brothers and sisters do you have?While students brainstorm the ways in which they can be helpful to their families, they give each person in the group an opportunity to express ideas.At circle time, students share stories and ideas. They speak or contribute when they are holding the stuffed animal/talking stick.

GRADE 1

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work within a Group (continued)

Specific Outcomes	Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none"> recognize personal contributions to group process 	<ul style="list-style-type: none"> Student contributions to a group web are initialled or circled in favourite colours. <div style="text-align: center;"> <pre> graph TD P((PENGUINS)) --- B1[penguins are black and white] P --- B2[penguins eat krill] P --- B3[penguins live in Antarctica] P --- B4[penguins carry their babies on their feet] P --- B5[penguins toboggan] </pre> </div> <ul style="list-style-type: none"> After a group activity, students complete a sentence frame, such as: <ul style="list-style-type: none"> I helped my group by ... I shared ...

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none">• 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 texts	<ul style="list-style-type: none">• While listening to the story <i>Bear Shadow</i>, students talk about shadows. Student 1: Sometimes my shadow is in front of me and it's very long. Student 2: At lunch, my shadow's small and right around me. It's like when Bear thought he'd gotten rid of his shadow. Student 3: Once at my uncle's, he told a story and made shadows on the wall. He showed me how to make a dog.• Students share what it was like the first time they experienced something; e.g., learning to skate, losing a tooth, moving to a new home, going to a new school.• While viewing a videocassette about squirrels, students share stories about their own experiences. Student 1: This fall, I saw a squirrel collecting seeds. Student 2: Squirrels gather food so they have enough for the winter.• After studying butterflies, students discuss what they have learned; e.g.: Student 1: I thought that everything that looked like a butterfly was a butterfly. Now I know that some are moths. Student 2: I used to think that moths ate only flowers, but the videocassette showed moths eating clothes.• While students listen to <i>Fantasia</i> or <i>Peter and the Wolf</i>, they express the feelings evoked by the music, through such art media as paint, felt pens and pastels.• After viewing the photographs of the bronze <i>The Bronco Buster</i> in <i>Frederic Remington: The Masterworks</i>, students discuss how the artist captures the movement of the horse; e.g.: Student 1: The horse's front hooves are off the ground. Student 2: The neck of the horse is stretched. Student 3: The horse's ears are flat and its mouth is open. Students also show how the horse moves, by imitating its actions through dramatization.

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p>Experiment with language and forms</p> <ul style="list-style-type: none">use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information	<ul style="list-style-type: none">Students work in groups to improvise a presentation, based on a favourite fairy tale or poem, in which the characters react in a different way than in the fairy tale or poem; e.g., Cinderella’s stepmother treats Cinderella just like her own daughter; when Jack gets to the top of the beanstalk, he finds that the giant is friendly.Students divide a piece of paper into six sections. In the first section, they write the beginning of a story. For each of the remaining five sections, students close their eyes and pull an object out of a bag or box. They incorporate each object in the story in the remaining frames. A student begins a story with, “One day I was walking through the forest.” A teddy bear is pulled out of the box and the student writes, “I saw a bear cub eating blueberries.” Then out comes a button and the story continues: “On the ground, I saw a magic button. When I picked it up, I could hear the bear’s thoughts.”After a field trip to a dental clinic, students record their ideas on how to take care of teeth, by drawing and adding captions to a poster, writing a list of foods that cause tooth decay, or writing a letter to tell the dentist or a parent what they have learned.
<p>Express preferences</p> <ul style="list-style-type: none">explain why particular oral, print or other media texts are personal favourites	<ul style="list-style-type: none">During a study of Canadian illustrators, students select their favourite illustrator and explain why they like this illustrator’s particular style.Students explore web sites, bookmarked by the teacher, on interesting themes or topics and share their favourite sites.

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p>Set goals</p> <ul style="list-style-type: none">recognize and talk about developing abilities as readers, writers and illustrators	<ul style="list-style-type: none">A student discusses personal reading goals with the teacher and says, “This week I think I can read a different book every day. At the end of the week ...”Students make comments to complete the sentence stem: I know I’m a good writer when ...<ul style="list-style-type: none">my story is easy to read.I use periods, commas and capital letters to give clues in my story.I use interesting shapes for my letters in scary stories, like when I wrote “Boo” big and shaky.I use comparisons in my writing, like when I wrote, “the giant was as big as a whale.”A group of students who have made a community map explain how the map helps in showing how to get from the school to the skating rink.

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
<p>Consider others' ideas</p> <ul style="list-style-type: none">connect own ideas and experiences with those shared by others	<ul style="list-style-type: none">Students sit in a circle. One student tells the first sentence of a story, the next student tells the second sentence, and so on. As each sentence is added, students take a cube out of a box and add it to a chain of interlocking cubes. As the story grows, so does the chain.Students work in small groups or pairs to select the three most important ideas from their impressions and preferences of a class outing. Each group presents its ideas to the class by using various forms of representing, such as posters, charts, puppets and role play.After viewing the photographs in <i>A Day in the Life of Canada</i>, students write about similar activities or feelings, such as:<ul style="list-style-type: none">I remember feeling like that when ...I ate a special dinner like that when ...Our school ...My Mom has a job like ...
<p>Combine ideas</p> <ul style="list-style-type: none">record ideas and information in ways that make sense	<ul style="list-style-type: none">After reading an informational article, students use a list, a chart or a web to jot down the important ideas.Students represent their ideas, by drawing or cutting pictures and placing them in the appropriate word box; e.g., a student finds a picture of a leaf and places it in the box marked, "What do caterpillars eat?"
<p>Extend understanding</p> <ul style="list-style-type: none">find more information about new ideas and topics	<ul style="list-style-type: none">After viewing videocassettes and reading books on insects, students generate questions and select some to ask an invited expert on insects.

GRADE 2

General Outcome 2

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



2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> • use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning • connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning • use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • use knowledge of oral language to predict words when reading stories and poems <p>(continued)</p>	<ul style="list-style-type: none"> • When writing a group story, students first brainstorm ideas and then shape them into complete sentences in a story format. • When reading <i>If You Give a Moose A Muffin</i>, one student says, “I know how this story will end—right back where it started. Just like <i>If You Give a Mouse a Cookie</i>.” • While reading the story <i>Nate the Great</i>, students talk about who might have knocked over the garbage cans. Student 1: I think it was probably a skunk, because a skunk knocked over our garbage can! Student 2: I read a book about skunks. They like to go through garbage cans. • A student says, “This story begins ‘Once upon a time.’ I think it might be a fairy tale.” • A student looks at the book cover of <i>Little Bear</i> and says, “I wonder what Little Bear is wearing on his head.” The student looks in the table of contents and says, “Maybe it’s to help him fly to the moon. I’m going to read that story.” • Students read a short cloze passage that the teacher has put on an overhead projector. They suggest words to fill in the blanks; the teacher records all suggestions and leads a discussion about the appropriateness of each word suggested; e.g.: <ul style="list-style-type: none"> One <u>sunny</u> <u>winter</u> <u>the</u> day, Rahim pulled out <u>his</u> snowsuit, <u>spring</u> <u>cold</u> <u>his</u> <u>warm</u> <u>and</u> <u>backyard</u> <u>snow</u> <u>angel</u> <u>so</u> <u>house</u> <u>snowman</u> <u>snow fort</u>. • While reading the nursery rhyme <i>Jack be Nimble</i>, a student reads candlestick and says, “I know this word, because my Dad taught me this rhyme.”

GRADE 2

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions • identify the main idea or topic and supporting details of simple narrative and expository texts • identify by sight an increasing number of high frequency words and familiar words from favourite books <p>(continued)</p>	<ul style="list-style-type: none"> • When a group of students looks at the pictures in <i>There's an Alligator Under My Bed</i>, they predict that the book will be about bad dreams. As they read the book, they realize that they need to revise their initial predictions, because the book is not about bad dreams. They realize that the book is about how to get an alligator out from under one's bed. • After reading <i>Little Red Riding Hood</i>, the students make a class chart showing the characters, places and events in the story. They reread the story to confirm or change the information on the chart. • A student comments, "The book <i>Wait and See</i> is about birthday wishes and birthday cakes. The author represents the main idea by drawing a birthday cake and writing about Olivia's wishes inside the cake." • After viewing a videocassette about magnetism, students write down five facts they learned. • After reading <i>Sootface: An Ojibwa Cinderella Story</i>, students talk about the message of the story: "Goodness has its rewards." or "When you are really good inside, other people will know/recognize that." • Students read, by sight, such words as: because, does, many, their, would. These words are frequently used in their reading materials. Note: Some sources for lists of frequently used words are included under Teacher References at the end of this grade level. • Children in pairs or in small groups are given a list of basic sight words, and in 15 minutes they find as many of those words as they can in classroom books.

GRADE 2

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • read aloud with fluency, accuracy and expression • figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>Use textual cues</p> <ul style="list-style-type: none"> • preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning <p>(continued)</p>	<p>Illustrative Examples</p> <ul style="list-style-type: none"> • Students reread favourite stories or engage in choral readings and readers' theatre. • Students share their favourite stories with a variety of audiences, such as other students and family members. • Students record an oral reading selection on an audiocassette and critique their reading, using a list of criteria for good oral reading, such as: <ul style="list-style-type: none"> – Did I remember to take a breath at periods? – Did I change the tone of my voice when I read questions or especially exciting parts? – Would it be fun for someone else to listen to me read? • A student who reads <i>hoping</i> in the sentence, "The bunny was hopping across the field." realizes that the sentence does not make sense. The student rereads it, saying that the word must be <i>hopping</i> because bunnies hop. Another student is able to figure out <i>hopping</i> because it rhymes with <i>popping</i>. • A student reads the word <i>liquid</i> in a science book, using the illustration and knowledge of phonics to figure out and confirm meaning. • Students look at the cover of <i>The Fabulous Song</i>. They predict that a boy will play the piano, he will play it well, and his dog will not like his piano playing. • When reading <i>Somewhere</i>, students use the story pattern "Somewhere in the _____" to predict the text on each double-page spread.

GRADE 2

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use textual cues</p> <ul style="list-style-type: none"> use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> apply phonic rules and generalizations to read unfamiliar words in context apply knowledge of long and short vowel sounds to read unfamiliar words in context use knowledge of word parts, contractions and compound words to read unfamiliar words in context <p>(continued)</p>	<p>Illustrative Examples</p> <ul style="list-style-type: none"> Students listen to predictable, repetitive books, such as <i>Bein' with You This Way</i>, and discuss how the author uses words and letters to create rhythm. Students identify phrases and patterns that are repeated and tell how they help when reading the books. Students use punctuation to help with intonation, pace and expression during oral reading. Students use their knowledge of groups of words that go together, such as <i>salt and pepper</i>, <i>a glass of milk</i> and <i>ride in the car</i>, to assist in reading. The student reads, "A boy saw a red kite in the sky," realizes the error and uses the silent -e rule to read kite. Students differentiate between word families with short and long vowel sounds, such as the -at (pat, fat, mat) and -ate (mate, late, rate, date) word families. Students use this phonic knowledge when reading such sentences as: "Pat was late for school." When reading and writing, students demonstrate consistent sound-symbol associations with long and short vowel sounds of a, e, i, o and u. When reading, students break down such compound words as <i>today</i>, <i>something</i>, <i>Grandmother</i> and <i>snowball</i>, in order to identify them. While reading the sentence, "The dog was playing with the ball," a student pauses at the word <i>playing</i> and says, "I know that i-n-g says 'ing' and that you can add it to words." The student then covers up <i>ing</i>, recognizes <i>play</i> and proceeds to read the sentence successfully. When reading, students use knowledge of the word endings -ed, -ing, -s, -tion, -ly, -ment, -est, -ent and -ant to identify new words.

GRADE 2

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use phonics and structural analysis</p> <ul style="list-style-type: none">associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context <p>Use references</p> <ul style="list-style-type: none">put words in alphabetical order by first letteruse picture dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<ul style="list-style-type: none">When a student reads, “If the Sun is bright, I can see my shadow.” knowledge of the sound of “sh” is used, together with prior knowledge of light and shadows, to identify the word <i>shadow</i>.When reading and writing, students demonstrate consistent sound–symbol associations with:<ul style="list-style-type: none">consonant blends cr, pl, sl, cl, pr, sn, st, gl, bl, br, tr, st, gr, dr, fr, flconsonant digraphs ck, kn, th (voiceless)vowel digraphs ai, ay, ee, ea, oo (wood), oo (cool), oaletter clusters spr, squ, str, thr.Students make a class directory of their first and/or last names.Students create an animal alphabet, with one animal for each letter. On the computer, they draw a picture of the animal and label it using a descriptive word for that animal that starts with the same letter; e.g., cuddly cat, enormous elephant.During journal writing, a student looks in a personal word book or picture dictionary to find the spelling of the word <i>dinosaur</i>.

GRADE 2

General Outcome 2

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



2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none">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 textsidentify favourite kinds of oral, print and other media textsmodel own oral, print and other media texts on familiar formsrespond to mood established in a variety of oral, print and other media texts	<ul style="list-style-type: none">After hearing <i>Stone Fox</i>, one student finds books on sled dogs, another selects a web site from a list of teacher bookmarked sites on aboriginal traditions, and a third brings in a videocassette about life in the wilderness.Students discuss their favourite animated movies and share what particular elements made these movies so appealing; e.g., characters, special effects, music, suspense.Small groups of students choose a favourite poem and prepare a choral reading for presentation.Students bookmark their favourite web sites about small crawling and flying animals and then create a poster that advertises the web sites.After reading repetitive stories, such as <i>The Enormous Turnip</i>, students dramatize a story that uses repetitive elements.Students read their reports on families in France as if they were television reporters.After writing poems about their favourite food, students take turns reading them aloud, using the musical styles of country, rap, rock and opera.After reading <i>If You Give a Moose a Muffin</i>, groups of students use the pattern in writing their own stories; e.g., “If you give a dog a French fry, it will want some gravy. If you give a dog gravy, it will want some meat ...”Students use cool or warm colours to represent feelings, when drawing or painting responses to particular texts.After listening to <i>Murmel, Murmel, Murmel</i>, a student says, “That baby’s so funny. I love this story.”After listening to <i>A Dark, Dark Tale</i>, a group of students presents the story as readers’ theatre; another group makes a storyboard to retell the story.

GRADE 2

General Outcome 2

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



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>Construct meaning from texts</p> <ul style="list-style-type: none"> connect situations portrayed in oral, print and other media texts to personal and classroom experiences retell the events portrayed in oral, print and other media texts in sequence <p>(continued)</p>	<ul style="list-style-type: none"> After reading <i>Love You Forever</i>, a student writes in a reading response journal, “I think this story is about how families love each other. I remember my Dad crying at the airport when my Grandma went home to Ontario.” Before reading the chapter How Insects See and Sense Things, in <i>Looking at Insects</i>, students brainstorm questions, such as: <ul style="list-style-type: none"> Can insects smell? How many eyes do insects have? Students discuss the reasons for wearing sunscreen. A student comments, “The nurse told me that I should wear sunscreen so I don’t burn my skin.” After reading an email message from a pen pal in Nova Scotia, a student responds with facts about life in Alberta; e.g.: <p>Dear pen pal</p> <p>I think it would be fun to see whales. I have never seen one. Do you have farms in Nova Scotia? On our farm we milk cows twice a day. Where do you get your milk?</p> <p>Your Alberta friend.</p> After viewing the videocassette <i>The Snowman</i>, groups of students create murals to tell the story events in sequence. Using presentation software, students create a slide show that retells the story <i>How Smudge Came</i>. The first frame shows the title page; the second frame shows where Cindy found Smudge; the third frame shows where Cindy works; and so on. After listening to the story <i>Sheila Rae, the Brave</i>, students use an integrated software program to retell the story in sequence.

GRADE 2

General Outcome 2

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



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> • suggest alternative endings for oral, print and other media texts • discuss, represent or write about interesting or important aspects of oral, print and other media texts • express thoughts or feelings related to the events and characters in oral, print and other media texts <p>(continued)</p>	<ul style="list-style-type: none"> • Students change the “happily ever after” endings in stories to funny, sad or surprise endings. • Students predict the ending of a story being read to them, and then compare the predictions to the actual ending. • In groups, students rewrite the ending of <i>Little Red Riding Hood</i>, rehearse it and present it to other groups. • Using interactive software, a student uses buttons so a reader can choose different endings to the student’s story. <div data-bbox="738 961 1421 1222" data-label="Diagram"> <p>The diagram illustrates a story structure. It shows three rectangular frames. Frame one (top left) and frame two (top right) each contain a smaller box labeled 'story text'. Below these is frame three, which contains four smaller boxes arranged in a 2x2 grid. Lines connect these boxes to labels: 'sad ending' (top left), 'funny ending' (top right), 'happy ending' (bottom left), and 'surprise ending' (bottom right).</p> </div> <ul style="list-style-type: none"> • After interviewing a group of seniors about how their needs are met in the community, some students design a poster advertising sporting events for the seniors’ group. Other students write invitations to attend a theatre production being put on at the local seniors’ drop-in centre. • Students read and talk about the poem <i>Poem</i>, in the anthology <i>Sing a Song of Popcorn: Every Child’s Book of Poems</i>. Student 1: I think the poem is about friends. Student 2: I think it’s about missing your friend. Student 3: It made me think of my friend who moved away at the end of Grade 1. • In small discussion groups, students talk about why they like or dislike certain characters in stories, fairy tales or videocassettes. • After reading <i>Jillian Jiggs</i>, a student emails a friend explaining why Jillian Jiggs reminds him of his older brother. • Some students write to characters portrayed in print texts, videocassettes or films, saying why they would like to be their friend. Other students answer as that character. <p>(continued)</p>

GRADE 2

General Outcome 2

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



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> identify and use words and sentences that have particular emotional effects identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights 	<p>(continued)</p> <ul style="list-style-type: none"> Students write or email an author telling what they like or do not like about the author’s books; e.g., <i>Strega Nona</i> by Tomie de Paola. Dear Mr. de Paola, I liked it when Big Anthony made all the pasta and it wouldn’t stop. I wish I had a pasta pot like that. Are you writing any more books about Strega Nona? Yours truly, Mahal As students hear or notice new words that they find interesting or effective, such as <i>giggle</i>, <i>bizarre</i>, <i>soft as a cloud</i> and <i>shimmer</i>, in oral, print and other media texts, they add them to a class chart or personal word list. They use the words in their own writing. During a writing conference a student says, “I wrote ‘My baby brother cried so hard that the dog woke up,’ because I wanted to show how loud he cried.” When listening to <i>The Fabulous Song</i> for a second time, students listen for words or phrases that help them hear the sounds, such as, “it [Frederic’s playing] sounded like air leaking out a balloon”; “it [piano playing] sounded like a brick crashing through a window.” After listening to <i>Knights of the Kitchen Table</i>, students draw their impression of Bleob the Giant without having seen the illustration in the book. After completing their picture, they add five descriptive words, such as <i>mean</i>, <i>disgusting</i>, <i>stinky</i>, <i>scary</i> and <i>mad</i>. After reading the poem <i>Coyotes</i>, in the anthology <i>Til All the Stars Have Fallen: Canadian Poems for Children</i>, students discuss how the words and shape of the poem make them think of how coyotes sound. One student tells about hearing a coyote during a camping trip last summer.

GRADE 2

General Outcome 2

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



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
Understand forms and genres <ul style="list-style-type: none">recognize that ideas and information can be expressed in a variety of oral, print and other media textsidentify and explain the use of various communication technologies	<ul style="list-style-type: none">Groups of students are sharing information about caterpillars. One group creates a poster, using a computer publishing program. Another group creates a diorama of the caterpillar's habitat; another does a dramatization; and another writes a story, using presentation software.After listening to <i>Katy and the Big Snow</i>, viewing <i>The Snowman</i> and reading information about snow at a web site, students talk about what they learned about snow.Several students ask the teacher if they can use a computer software program to create a picture of the setting of a book that they are reading. They explain that they like all the colour choices in the software program and feel that they can create a better picture using this program.A group of students practise their poetry presentation, by using a tape recorder to hear how they sound. They ask the teacher to videotape their final presentation so that they can take it home to show their parents.Students cannot find any current information on comets in the school library. They ask for help in using the Internet to check out a space agency web site to see if it has some links to updated information.The class develops questions for an interview that are faxed to an expert on coyotes. Five days later, students interview the expert using a speakerphone. Some students tell why they liked interviewing over the speakerphone. At the end of the unit, students write an email thanking the expert for helping the class with its work.
Understand techniques and elements <ul style="list-style-type: none">identify main characters, places and events in a variety of oral, print and other media texts <p>(continued)</p>	<ul style="list-style-type: none">After reading <i>Something from Nothing: Adapted from a Jewish Folktale</i>, a group of students creates a two-tiered diorama to represent the two homes. Another group makes stick puppets and retells a scene from the story.One student uses oil pastels to create a portrait of Nate the Great, after reading one of the stories about Nate. The student then retells the story to classmates.

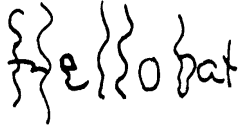
GRADE 2

General Outcome 2

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



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Understand techniques and elements</p> <ul style="list-style-type: none"> identify how pictures, illustrations and special fonts relate to and enhance print and other media texts <p>Experiment with language</p> <ul style="list-style-type: none"> demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations 	<ul style="list-style-type: none"> Students look at <i>The Rainbow Fish</i> and discuss the illustrations that are used to create effects. Student 1: The pictures are mostly blue because it's under the water. Student 2: I like how the rainbow fish is so shiny. After writing a story, a student reads it to a partner. "The giant stood up and yelled, WHO'S THERE?" The partner says how the words really stood out and made it seem like the giant really was yelling, "Who's there?" While reading aloud, "How do you say hello to a bat?" a student uses different expressions to match the print. Hello bat Hello bat  The group laughs out loud when a student uses a snaky voice at the end of the passage. A student writes a poem about a castle and chooses an Old English style font to publish the poem. Another student uses a plain font and selects a cowboy border to go with a poem about a farm. In groups, students share selected tongue twisters they have found during library time. While students listen to stories, such as <i>The Name of the Tree: A Bantu Tale</i>; <i>A Story, A Story: An African Tale</i>; or <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, they chime in with repeated patterns. A student reads out loud from <i>Fox in Socks</i> and tells why she likes the part about the chicks with bricks and blocks and clocks. Groups of students choose action songs, such as "Skinnamarink", "Doctor Knickerbocker" and "Shake My Sillies Out", to practise and present to the Kindergarten class.

GRADE 2

General Outcome 2

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



2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none">use own and respond to others' ideas to create oral, print and other media texts	<ul style="list-style-type: none">Students find magazine pictures and graphics, and create a collage of their interests to present to their classmates.Students play an audiocassette tape or compact disc of a song that they like, and explain why it appeals to them; e.g.:<ul style="list-style-type: none">This music reminds me of ...When I hear this music, I feel/see _____ because _____.After reading <i>Little Rabbit's Loose Tooth</i>, students make a week's menu for Little Rabbit that includes a soft food and a hard food for each day.
<p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none">add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts	<ul style="list-style-type: none">When writing, students choose interesting descriptive words or phrases from categories on class wall charts; e.g., walking words, talking words, size words, scary words.A student writes a shape poem. <p style="text-align: center;">silent slithering snake Slides on a sunny rock</p> <p>It is then scanned and placed on the school web page.</p>

GRADE 2

General Outcome 2

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



2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
<p>Structure texts</p> <ul style="list-style-type: none"> create narratives that have beginnings, middles and ends; settings; and main characters that perform actions use traditional story beginnings, patterns and stock characters in own oral, print and other media texts 	<ul style="list-style-type: none"> Students use visuals to help them remember the idea of beginning, middle and end, such as: <div data-bbox="722 724 1377 1050" data-label="Diagram"> </div> A student writes a story about the family cat and dog. The student writes that when the cat was first brought home it hissed at the dog. After a while the cat and dog got to know each other, and now they get along fine. Two students use presentation software to write their story about a sleeping farmer, modelled on <i>Sleeping Beauty</i>. They explain that they used six slides: two for the beginning, three for the middle and one for the end. They think it is funny to have the cow kiss the farmer to wake him up. Students use such traditional story beginnings as: <ul style="list-style-type: none"> – Once upon a time ... – A long, long time ago ... – One day ... Students introduce such traditional characters as princesses, dragons, talking animals, friends and family members, into their stories. Students use the pattern of <i>The House that Jack Built</i> to make a cumulative story for readers' theatre; e.g., "The Pizza that Pat Made."

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none"> relate personal knowledge to ideas and information in oral, print and other media texts ask questions to determine the main idea of oral, print and other media texts <p>Determine information needs</p> <ul style="list-style-type: none"> ask questions to focus on particular aspects of topics for own investigations <p>Plan to gather information</p> <ul style="list-style-type: none"> recall and follow directions for accessing and gathering ideas and information 	<ul style="list-style-type: none"> Before starting to compare water to other liquids, students brainstorm a list of liquids; e.g., milk, juice, cooking oil and detergent. As they read stories about children in other parts of Canada, students make comments. Student 1: We saw the ocean when we went to Vancouver. Student 2: Their school looks like our school. Student 3: I went to a market like that, and we bought fresh vegetables and bread. When listening to a story about a family in Australia, students ask questions such as: <ul style="list-style-type: none"> What are schools like? Where do people work? What do people do to have fun? What foods do people eat? While constructing boats, students ask: <ul style="list-style-type: none"> Will adding more weight make my boat go faster? How can I make my boat float? How can I make my boat move? What material should I use to make my boat? In a class project on dinosaurs, students decide that it is important to know where dinosaur bones are found. They add this question to the list of other questions on the bulletin board. When generating questions to ask a guest speaker from the community, students remember to include questions in each category of study—home, school, occupations, recreation. Some students remember that they can use the Dewey decimal system to find the section in the library on animals.

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none">find information on a topic using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community <p>Access information</p> <ul style="list-style-type: none">use text features, such as table of contents, key words, captions and hot links, to access informationuse given categories and specific questions to find information in oral, print and other media textsuse the library organizational system to locate information	<ul style="list-style-type: none">When studying communities, a group of students review a filmstrip and make a list of community services. They look in the local chamber of commerce yellow pages to find services in their own community. They check out the web sites of local community services.A student finds the location of a specific story in an anthology, by using the table of contents to find the story title and page number.Students know that if they click on the back button while searching the Internet, they return to the previous site or page.A student selects a web site about animals from a list of favourite sites. The student then links to an article about birds to find out which ones stay for the winter.In a book about bears, a student looks in the table of contents to find information about enemies of bears. The student does not know the meaning of the word poacher, so looks for it in the glossary.Students look for information on the life, habitat, food, enemies and appearance of an animal under study and record the information gathered on a class chart.When reading about children in Japan, students look for answers to questions, such as:<ul style="list-style-type: none">What games do Japanese children play?How do they play their games?How are their games like our games?Students go to relevant sections of the library, such as the nonfiction and magazine sections, to find information on butterflies and moths.A student clicks on the word author to do a search on the library computer.

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 *Select and Process* (continued)

Specific Outcomes	Illustrative Examples
<p>Evaluate sources</p> <ul style="list-style-type: none">recognize when information answers the questions asked	<ul style="list-style-type: none">After a presentation by a visiting firefighter on home fire safety, students ask enough questions to know how to report a fire and how to plan and practise using an escape route.A student is looking for information on the different kinds of webs that spiders make. The student locates a chapter on Spider Webs in one book, turns to that section and finds the information that is needed.

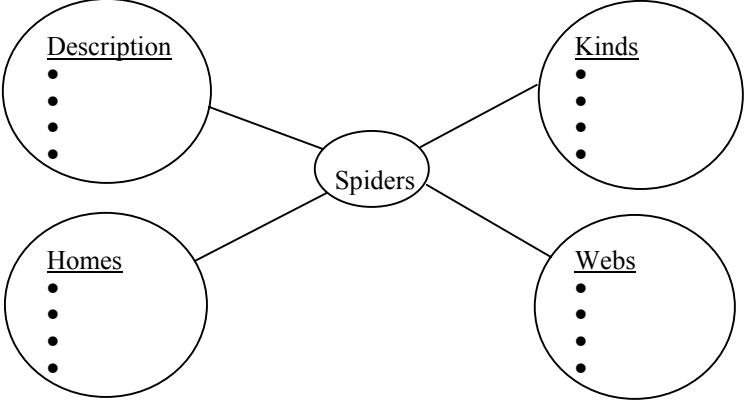
GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples												
<p>Organize information</p> <ul style="list-style-type: none">• categorize related ideas and information using a variety of strategies, such as finding significant details and sequencing events in logical order <ul style="list-style-type: none">• produce oral, print and other media texts with introductions, middles and conclusions	<ul style="list-style-type: none">• Students record information about spiders, using a web. • A group of students record information about children in Japan in a chart, such as: <table border="1" data-bbox="685 1201 1432 1375"><thead><tr><th colspan="4">Children in Japan</th></tr><tr><th>Home</th><th>Families</th><th>Games</th><th>School</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td></tr></tbody></table>• While studying families in Mexico, the class prepares fried bananas and records the recipe.<ul style="list-style-type: none">– First, you peel and slice the bananas.– Next, you fry them in butter.– Then, you add brown sugar.– Finally, you eat them with ice cream.• A group of students describes how they built a boat that would carry a load. One student explains the task, another explains how they built the boat, and a third student tells how well the boat carried the load.	Children in Japan				Home	Families	Games	School				
Children in Japan													
Home	Families	Games	School										

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 *Organize, Record and Evaluate* (continued)

Specific Outcomes	Illustrative Examples
<p>Record information</p> <ul style="list-style-type: none">record key facts and ideas in own words; identify titles and authors of sources <p>Evaluate information</p> <ul style="list-style-type: none">examine gathered information to decide what information to share or omit	<ul style="list-style-type: none">After reading <i>Dinosaur Time</i>, a student makes five jot notes about different dinosaurs. The student then adds the title of the book and the name of the author to the class chart, “Books About Dinosaurs.”Groups of students create posters or diagrams to illustrate what they have learned. They decide what information is best represented visually and what information needs to be provided in print—labels, lists, headings.As the class shares information to be recorded on a class chart, students decide if it is new information to be added or if the idea already has been recorded.

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">• share, with familiar audiences, ideas and information on topics• clarify information by responding to questions <p>Review research process</p> <ul style="list-style-type: none">• answer questions, such as “What did I do that worked well?”, to reflect on research experiences	<ul style="list-style-type: none">• A student brings in a stamp collection and explains to the class why the stamps are organized the way they are. The student adds that the favourite stamp was sent by an uncle in Singapore.• A student brings ballet shoes and talks about ballet classes and what activities are done while there.• Using presentation software, groups of students present their projects on families in China. Group members take turns clicking the mouse to display their part of the presentation, which they then read and explain to the class.• A student writes about a pet dog and shares the writing with the class during author’s chair. The student reads: “I have a dog named Blackie. I take care of my dog. I feed it, take it for walks and play with it.” The class then asks questions that the student answers; e.g.:<ul style="list-style-type: none">– What do you feed the dog?– How often do you feed the dog?– How much do you feed the dog?– Where do you take the dog for walks?• After completing a project, students talk or write about such topics as:<ul style="list-style-type: none">– their favourite book on the subject– who they talked to about their work– the hardest part of their project– which part of their project shows their best work.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none">identify features that make own or peers' oral, print or other media texts interesting or appealing	<ul style="list-style-type: none">Students respond during author's chair, using familiar sentence frames. Student 1: <u>I like the way</u> you drew the dragon breathing fire. Student 2: <u>My favourite part</u> is when the dog is stealing the meat. Student 3: <u>I wonder</u> how old you were when that happened.For a poem about a caterpillar, a student draws an outline of a caterpillar and writes a poem around it. When sharing the poem with the class the student says, "The way I wrote the words shows you the shape of my caterpillar."During a writing conference, students comment on how they tried using more descriptive words.
<p>Revise and edit</p> <ul style="list-style-type: none">revise words and sentences to improve sequence or add missing informationcheck for capital letters, punctuation at the end of sentences and errors in spelling	<ul style="list-style-type: none">The class makes "mailboxes" to create its own thesaurus for frequently used words, such as <i>nice</i>, <i>pretty</i> and <i>mad</i>. When reading through their stories, students highlight overused words and look in the mailboxes to find different words to use.A student opens a story on the computer that was written earlier in the year. The student likes the idea of this short story and decides to make it longer and more interesting. More text is added and some changes are made so that the story reads better.Using the message of the day or a journal entry, students insert periods and capital letters and correct misspelled words.Students contribute ideas for a writing checklist and refer to it when editing their work; e.g.:<ul style="list-style-type: none">I put periods or question marks at the end of my sentences.I check for words that are not spelled correctly and circle them.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>Enhance legibility</p> <ul style="list-style-type: none">• print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately• use margins and spacing appropriately• explore and use the keyboard to compose and revise text <p>Expand knowledge of language</p> <ul style="list-style-type: none">• develop categories of words associated with experiences and topics of interest• use knowledge of word patterns, word combinations and parts of words to learn new words	<ul style="list-style-type: none">• When writing a good copy, a student follows a printing checklist. At a student–teacher conference the student comments, “I started my printing by the margin on each line and hardly any of my letters are floating above the line.”• When writing a good copy, students refer to a checklist; e.g.:<ul style="list-style-type: none">– Can others read my printing?– Did I leave a margin?– Did my printing run away from the margin?– Did I leave enough space between the words?• A group of students creates a story together, using the software program <i>Easy Book Deluxe</i>. They take turns inputting and making changes to the text and pictures.• As the class brainstorms names of mammals, the teacher scribes them onto strips of paper. When they are done, students decide that mammals could be grouped according to criteria, such as meat eaters/plant eaters or types of habitat. After discussing the choices, students decide to group according to habitat because it would allow for more variety of categories. The class decides on the following category titles: farm, ocean, forest, desert.• Throughout the year, students add words to a word chart, as they discover them through listening or their own reading; e.g., moving words, talking words, colour words, seasonal words, thematic words.• A student with a keen interest in hockey adds words like arena, shoulder pads and helmet to a personal word list.• During a study of buoyancy and boats, the class creates a word list for that topic.• While studying buoyancy and boats, students figure out new words, such as floating, capsize, upside down, rudder, life jacket.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>Enhance artistry</p> <ul style="list-style-type: none">choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts	<ul style="list-style-type: none">After listening to and reading the poem <i>Fisherman</i>, in the anthology <i>Til All the Stars Have Fallen: Canadian Poems for Children</i>, the class composes a poem, using plant similes to describe a gardener.To paint illustrations for a story about a dolphin, a student decides to use water colours because the pictures will look more like the ocean.After students hear the story <i>Jamberry</i>, they write their own food fun story that plays with rhythm and words; e.g.: Wedding cake, chocolate cake Double layer fudge cake Sitting on a bench Eating yummy, gooey plum cake.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none">• write complete sentences, using capital letters and periods• use connecting words to join related ideas in a sentence• identify nouns and verbs, and use in own writing• identify adjectives and adverbs that add interest and detail to stories	<ul style="list-style-type: none">• After taking jot notes from a videocassette or book, students write several sentences, using capital letters and periods, about how animals keep warm in the winter.• Students examine a piece of their own writing and find sentences that could be combined. They share their new sentences with the class.• Students write sentences about weekend activities; e.g., “Larry went skating with his family.” “I stayed home and played with my cat.” With a partner, students work on combining their sentences, using connecting words like <i>but</i> and <i>and</i>; e.g.: “Larry went skating with his family but I stayed home and played with my cat.”• When writing, students refer to a class chart of connecting words, generated from books and stories.• A student writes a story and reads it aloud to the class, pointing out the action words that have been included. The student tells the class, “They help you see what’s happening in the story.”• Working in pairs, students look at books to find interesting words for things and actions. They share these words with other groups.• After listening to the story <i>Frederick</i>, students list the words that were especially interesting and added detail to the story.• The students create a book on wind, in which they put an adjective or adverb related to the topic on each page and then illustrate. One student’s picture of stormy was very effective with the use of dark pastels.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples										
<p>Attend to spelling</p> <ul style="list-style-type: none"> • use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing • use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing • use the conventional spelling of common words necessary for the efficient communication of ideas in writing 	<ul style="list-style-type: none"> • Students become <i>sound finders</i>—looking through favourite stories/rhymes for words that begin or end with certain letters or letter combinations. • Students group words according to sounds, letter patterns or word families; e.g.: <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center;">double letters</td> <td style="text-align: center;">“le” endings</td> </tr> <tr> <td style="text-align: center;"> <u>summer</u></td> <td style="text-align: center;"> <u>little</u></td> </tr> <tr> <td style="text-align: center;"> <u>patter</u></td> <td style="text-align: center;"> <u>middle</u></td> </tr> <tr> <td></td> <td style="text-align: center;"> <u>people</u></td> </tr> <tr> <td></td> <td style="text-align: center;"> <u>circle</u></td> </tr> </table> • Students realize that if their spelling of a word is not close to the correct spelling, the computer spell checker cannot give them any suggestions for the correct spelling. • A student can spell <i>chart</i> because the initial digraph <i>ch</i> and the spelling of the word <i>art</i> are known. • Students use a variety of methods to improve their personal memory bank of common, grade appropriate words. <ul style="list-style-type: none"> – Visual learners may try to see the word in colours or on an imaginary screen. – Kinesthetic learners may trace the words with a crayon or their finger, or air write them. – Auditory learners may say the word and say the letters out loud. • Students keep a short list of their most commonly misspelled words (spelling demons) on their desks. 	double letters	“le” endings	<u>summer</u>	<u>little</u>	<u>patter</u>	<u>middle</u>		<u>people</u>		<u>circle</u>
double letters	“le” endings										
<u>summer</u>	<u>little</u>										
<u>patter</u>	<u>middle</u>										
	<u>people</u>										
	<u>circle</u>										

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">• use capital letters for proper nouns and at the beginning of sentences in own writing• use periods and question marks, appropriately, as end punctuation in own writing• use commas after greetings and closures in friendly letters and to separate words in a series in own writing• identify commas and apostrophes when reading, and use them to assist comprehension	<ul style="list-style-type: none">• When writing about how needs are met in two different Canadian communities, a student uses capital letters for the community names and at the beginning of sentences.• Students read their writing to each other to help them check for periods and question marks.• A student writes a letter requesting materials for a class project. <p style="text-align: right;">March 4</p>Dear Mom, We are doing a diorama project. I will need to bring in a shoe box, tin foil and cotton balls for my diorama. I will need these things for Friday, March 8. <p style="text-align: right;">Love, Elsa</p>• A student says, “I think it’s neat that an apostrophe and an ‘s’ show that something belongs to someone. Yesterday, when I went home, I made a sign that says Leslie’s Room. Maybe that will help my sister to remember what belongs to me.”• Students use the commas in <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> to read with expression and emphasis.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none">• present ideas and information by combining illustrations and written texts <p>Enhance presentation</p> <ul style="list-style-type: none">• clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments	<ul style="list-style-type: none">• When presenting a slide show on boats, using presentation software, a student comments on how the pictures of different boats were added to each slide. “It was easy,” the student says. “I just went to insert on the menu bar, clicked on picture, picked the one I wanted and it was on the slide. My favourite is the power boat. The words match the pictures. The words tell what each kind of boat is good for.”• After an author study on Eric Carle, a student chooses to paint pieces of paper and cut them out in shapes to illustrate a story that the student has created. <p>After explaining how a kite was made, a student responds to comments and questions; e.g.:</p> <p>Question: I know how you made the tail, but how did you get it to stay on the kite?</p> <p>Answer: I tied the tail onto the end of the kite with strong string.</p> <p>Question: What did you mean when you said that it did not turn out like the picture?</p> <p>Answer: I thought the kite would be more of a box shape, like the picture.</p>

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
<p>Use effective oral and visual communication</p> <ul style="list-style-type: none">• speak in a clear voice, with appropriate volume, at an understandable pace and with expression <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">• ask relevant questions to clarify understanding and to have information explained• show enjoyment and appreciation during listening and viewing activities	<ul style="list-style-type: none">• A group of students creates a puppet play based on the book <i>Have You Seen Josephine?</i> The students make stick puppets and present the play to the class.• When the coyote expert finishes a presentation, students ask questions, such as:<ul style="list-style-type: none">– How come your trap doesn't hurt the coyote?– What happens if they don't have enough food in the winter?– How many babies do they usually have?• Students use sentence frames, such as: Why did the ... ? Do you mean ... ? What happens if ... ?• As students share their stories, others respond using sentence frames, such as:<ul style="list-style-type: none">– I liked the way you ...– You used several interesting words like ...– You painted a picture in my mind about ...

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none">• discuss the experiences and traditions of various communities portrayed in oral, print and other media texts • ask for and provide clarification and elaboration of stories and ideas	<ul style="list-style-type: none">• After listening to <i>The Tiny Kite of Eddie Wing</i>, the class looks at different types of kites and makes models to hang around the class. The next day, a student brings in a kite made with an aunt the previous summer. The student tells the class how the kite was made.• Students listen to <i>Baseball Bats for Christmas</i> and discuss how the game of baseball was played in the Inuit community. They talk about the games they play and the ways they play them.• When the class is learning about families in Mexico, a student's Dad comes in and plays the guitar. Another student has never heard guitar music before, and in a journal entry, the student writes about wanting to get a compact disc of the music. • Students respond to a classmate's story, by:<ul style="list-style-type: none">– Stating; e.g., "I like the way you described your fish. I'm going to try that in my story."– Questioning; e.g., "How old were you when you went to Prince Edward Island?"– Offering constructive suggestions; e.g., "Next time, maybe you could tell what kind of dog it was."• When listening to a story, a student asks, "Why wouldn't the little girl tell her Mom that she lost her lunch money?" Another student responds, "Her Mom might get mad. Maybe she's lost her money before."

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community (continued)

Specific Outcomes	Illustrative Examples						
<p>Relate texts to culture</p> <ul style="list-style-type: none"> discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> participate in shared language experiences to acknowledge and celebrate individual and class accomplishments 	<ul style="list-style-type: none"> Students read or hear several stories on a common theme and then complete a class chart to compare various aspects; e.g.: <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center; vertical-align: top;"><i>Charlie Anderson</i></td> <td style="text-align: center; vertical-align: top;"><i>Something from Nothing: Adapted from a Jewish Folktale</i></td> <td style="text-align: center; vertical-align: top;"><i>Love You Forever</i></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> modern—two home family rural/city sisters/cat—two families girls learn to value their special family </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> European traditional family old village boy grows up/mice grow up family members support each other </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> modern mother and son city mother and son grow older roles change </td> </tr> </table> After reading <i>A Salmon for Simon</i>, a student emails a pen pal in British Columbia to see if that person has ever seen an eagle catch a salmon. The class watches the videocassettes <i>Beautiful Lennard Island</i> and <i>Kevin Alec</i> and compares life in the two communities with their own community. The class then divides into three groups to create travel brochures about each community. While studying Mexico, the class learns the Mexican hat dance. Students perform this dance during the annual spring celebration held at the school. Prior to this, they sing “Feliz Navidad” at the Christmas concert. During the Grade 2 food fair, students prepare menus, with illustrations, to be posted on the wall. 	<i>Charlie Anderson</i>	<i>Something from Nothing: Adapted from a Jewish Folktale</i>	<i>Love You Forever</i>	<ul style="list-style-type: none"> modern—two home family rural/city sisters/cat—two families girls learn to value their special family 	<ul style="list-style-type: none"> European traditional family old village boy grows up/mice grow up family members support each other 	<ul style="list-style-type: none"> modern mother and son city mother and son grow older roles change
<i>Charlie Anderson</i>	<i>Something from Nothing: Adapted from a Jewish Folktale</i>	<i>Love You Forever</i>					
<ul style="list-style-type: none"> modern—two home family rural/city sisters/cat—two families girls learn to value their special family 	<ul style="list-style-type: none"> European traditional family old village boy grows up/mice grow up family members support each other 	<ul style="list-style-type: none"> modern mother and son city mother and son grow older roles change 					

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Illustrative Examples
<p>Use language to show respect</p> <ul style="list-style-type: none">• adjust own language use according to the context, purpose and audience	<ul style="list-style-type: none">• When a group of students retells a story, such as <i>The Three Little Pigs</i> or <i>The Three Billy Goats Gruff</i>, they each use a different voice to match their character.• After writing a poem, a student reads it aloud to the class, using a clear, loud voice except during the part about the wind. Then the student becomes quieter and uses a loud whisper.• When conducting a telephone interview, a student is very polite. The student speaks clearly, says excuse me when unable to hear what is said, and carefully asks questions. At the end of it, the student thanks the person being interviewed.• After their trip to the local hospital, students compose a group letter thanking the hospital staff for hosting their visit.

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none">work in a variety of partnerships and group structuresidentify ways that class members can help each other	<ul style="list-style-type: none">In a group, students research about rabbits. They post their project on the school web site so that others can see their work.Students work in pairs to brainstorm ideas for questions to ask a blind person who is coming to visit their classroom with his guide dogs. Ideas are shared in a class discussion, and the teacher records interview questions.Students create a class mural showing small animals that live in their community.A group of students is working on a project about animals. Everyone has good ideas and shares them. One student does most of the writing. Another student is good at drawing pictures. A third student volunteers to find information from a bookmarked site on the Internet.Students describe how working with peers to revise and edit their writing improves their work.
<p>Work in groups</p> <ul style="list-style-type: none">contribute relevant information and questions to extend group understanding of topics and tasksstay on topic during class and group discussions	<ul style="list-style-type: none">During group work on testing items that float and sink, students comment: Student 1: This little boat keeps tipping over. I wonder how big ships keep from tipping over. Student 2: I think it's because they put stuff, like big rocks in the bottom. I saw something about that on television. Student 3: Are you sure the teacher said to crumple up the tin foil? Is it supposed to be round like a ball? I don't think it will float then. Student 4: Yes, I think it's supposed to sink.Students share information about family occupations to complete a class chart on occupations in the community.Students contribute to a class discussion about friendship by telling about their own friends, why they like them and what activities they like to do with them.Students describe to the class the way they solved the problem of how many oranges to buy so that each student receives half an orange.

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 *Work Within a Group* (continued)

Specific Outcomes	Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none">• recognize own and others' contributions to group process	<ul style="list-style-type: none">• During group activities, students make comments, such as:<ul style="list-style-type: none">– I'm glad you brought that book for us to use.– That's nice that you brought extra crayons, because I forgot mine.– I drew the dinosaur on the mural, because I'm good at drawing dinosaurs.• After a group project to build a boat, students describe their contributions to the project and how these affected the boat's capability to float.

GRADE 3

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none">connect prior knowledge and personal experiences with new ideas and information in oral, print and other media textsexplain understanding of new concepts in own wordsexplore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts	<ul style="list-style-type: none">A group of students looks at pictures of people from different countries in the book <i>Children Just Like Me</i>. They make observations and inferences in comparing their lives to those of children in the book.After constructing a bridge out of various materials, students write or tell about how it was made.Students conduct a survey of their classmates or other classes on a question of particular interest, such as preferred recess activities.After asking classmates about their favourite books, two students make a poster showing the top three favourite books in the class.While jotting down ideas for a poem about the seasons, a student looks at old calendar pictures and rereads the poems <i>Icicles</i> and <i>Summer Rain</i>.
<p>Experiment with language and forms</p> <ul style="list-style-type: none">choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others	<ul style="list-style-type: none">Students decide that a poster would be the best way to inform others about endangered animals.To share a poem, such as <i>In Flanders Fields</i> on Remembrance Day, students choose how to present it: as a choral reading to other classes, as a reading over the intercom or as a posting on the school web site.

GRADE 3

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p>Express preferences</p> <ul style="list-style-type: none">choose and share a variety of oral, print and other media texts in areas of particular interest	<ul style="list-style-type: none">A student brings in a book related to the class theme and reads a relevant section to the class.Students choose favourite books from the library, create advertisements for them and post the advertisements on the bulletin board in the library.Students bring in objects that remind them of Grade 2. As they tell the story of their objects, they place them in personal memory boxes that they have decorated.
<p>Set goals</p> <ul style="list-style-type: none">discuss areas of personal accomplishment as readers, writers and illustrators	<ul style="list-style-type: none">Students go through their writing portfolios, select the piece of writing they think is their best work and tell why.A student explains the decision to display a recent artwork project in the class art gallery.Students look back in their reading logs to see what kinds of books they have read in the last month; e.g., chapter books, novels, picture books, magazines.

GRADE 3

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas <ul style="list-style-type: none">ask for others' ideas and observations to explore and clarify personal understanding	<ul style="list-style-type: none">During a peer writing conference, a student asks such questions as:<ul style="list-style-type: none">What do you like best about my writing?Are there any places where I need to put more information?Do you have any other ideas?While reading <i>More than Anything Else</i>, students discuss why being able to read is important and how reading is meaningful to them.
Combine ideas <ul style="list-style-type: none">experiment with arranging and recording ideas and information in a variety of ways	<ul style="list-style-type: none">Using a CDROM encyclopedia, a group of students researches animal hearing. The students categorize animals as having large, medium, small or no ears. Students then decide it would be fun to create a poster about animal ears.A student interviews a grandparent for a presentation about community recreation in the past. The student realizes that the presentation would be more interesting if it included photographs from the family album.
Extend understanding <ul style="list-style-type: none">ask questions to clarify information and ensure understanding	<ul style="list-style-type: none">While watching a videocassette about frogs, students jot down questions about things they do not understand, such as:<ul style="list-style-type: none">What happens to frogs in the winter?How can frogs make so much noise at night when they're so small?

GRADE 3

General Outcome 2

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



2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples			
<p>Use prior knowledge</p> <ul style="list-style-type: none"> 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, dictionaries and junior dictionaries, are organized and use them to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> use grammatical knowledge to predict words and construct sentences when reading narrative and expository materials apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions <p>(continued)</p>	<ul style="list-style-type: none"> After listening to the story <i>Red Parka Mary</i>, one student shares her feelings of being afraid, at first, of her Grandma’s neighbour. This reminds another student about how she was afraid of the older students when she first rode the school bus. A student guides other students through a favourite web site and explains how the web site works. To check for correct spelling in their own writing, students locate words in a junior dictionary. Students make class charts that summarize the features of a variety of texts; e.g.: <table border="1" data-bbox="686 989 1395 1199"> <tr> <td data-bbox="686 989 904 1199"> <u>Textbook</u> Book Cover Table of Contents Chapters Summary Reviews </td> <td data-bbox="954 989 1146 1199"> <u>Dictionary</u> Bold Print Key Words ABC Order Columns </td> <td data-bbox="1203 989 1395 1199"> <u>Letter</u> Date Salutation Body Closing </td> </tr> </table> <ul style="list-style-type: none"> During an oral cloze activity, students are given this sentence: The teddy bear’s tubby tummy _____ through the seams of its shirt. After brainstorming a variety of examples—bursted, busted, poked, broke—the group decides which words work and which do not. While viewing the videocassette <i>The Cat Came Back</i>, students stop to predict if the cat will come back each time. When reading about fish, a student comes to the unfamiliar word adapted in the sentence: “Fish are adapted to live in the water because they have gills.” The student infers the meaning of the word from the context of the sentence. While listening to <i>Roses Sing on New Snow: A Delicious Tale</i>, students talk about the book. <p>Student 1: Why didn’t the new dish work for the brothers?</p> <p>Student 2: I think the governor will be mad with the brothers if they can’t get it right.</p> <p>Student 3: They’re going to have to get Maylin. She’s the only one who can do it.</p> 	<u>Textbook</u> Book Cover Table of Contents Chapters Summary Reviews	<u>Dictionary</u> Bold Print Key Words ABC Order Columns	<u>Letter</u> Date Salutation Body Closing
<u>Textbook</u> Book Cover Table of Contents Chapters Summary Reviews	<u>Dictionary</u> Bold Print Key Words ABC Order Columns	<u>Letter</u> Date Salutation Body Closing		

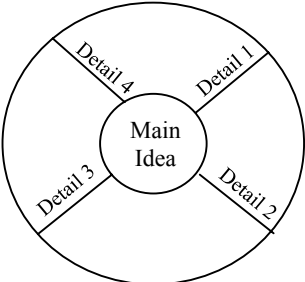
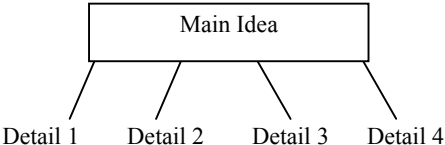
GRADE 3

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> identify the main idea or topic and supporting details in simple narrative and expository passages <ul style="list-style-type: none"> extend sight vocabulary to include predictable phrases, and words related to language use <p>(continued)</p>	<ul style="list-style-type: none"> After reading about frogs, a student says that the first paragraph tells us where frogs live, the second paragraph is about the life cycle of frogs and the third paragraph lists the enemies of frogs. Students use graphic organizers to record and remember the main idea and supporting details of stories and informational texts. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Hub and Spoke</p>  </div> <div style="text-align: center;"> <p>Inverted Tree</p>  </div> </div> <p style="text-align: center;">Source: <i>Diagnostic Reading Program, Handbook 4: Instructional Strategies</i>, Alberta Education, 1986.</p> <ul style="list-style-type: none"> Students read frequently used words, such as about, exit; predictable phrases, such as in the forest, across the street, happily ever after; and words related to language use, such as read, write, spell, save as, delete, cancel, log off. <p>Note: Some sources for lists of frequently used words are included under Teacher References at the end of this grade level. Students play familiar games that use sight words; e.g., matching games, word puzzles. As they encounter new words, students add them to their personal dictionaries and to the class word bank. </p>

GRADE 3

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • read silently with increasing confidence and accuracy • monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems <p>Use textual cues</p> <ul style="list-style-type: none"> • use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning • attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading 	<ul style="list-style-type: none"> • When reading <i>Ladybug Garden</i>, a student locates the information that describes how the ladybugs helped the garden recover. • After silently reading <i>Tiger’s New Cowboy Boots</i>, a student retells the story and describes characters, events and favourite parts. • Students talk about what they do when they come to a word they do not know. <ul style="list-style-type: none"> Student 1: I look at the picture on the page and see if that helps. Student 2: I skip the word and keep going. Usually, I can go back and figure out what the word is. Student 3: I try to sound the word out first—especially if it’s a word that’s easy to sound out. Student 4: I try to think if I know any other word that sort of looks like it. Then I change the letters that I need to, and see if that makes sense. • A student skips the paragraph that begins, “The beaver’s enemies are …” when trying to find the answer to the question, “How much does a beaver weigh?” • On a web site about hearing and sound, a student clicks on the picture of the steam locomotive to hear how it sounds. Another student finds a heading about how animals hear and clicks on birds. • To find out what the giant said to scare Jack in <i>Jack and the Beanstalk</i>, a student looks for the words in quotation marks. • While performing a readers’ theatre, students make use of punctuation clues to assist in fluency and comprehension. • Students read stories to their Grade 1 buddies. They use the punctuation and quotation marks to help them read with appropriate expression and to change their voices for the different characters.

GRADE 3

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • apply phonic rules and generalizations competently and confidently to read unfamiliar words in context • apply word analysis strategies, to segment words into parts or syllables, when reading unfamiliar words in context • associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context 	<ul style="list-style-type: none"> • While reading, a student sees an unfamiliar word, such as <i>escalator</i>, for which the story context is of limited assistance. The student knows how to sound out enough of the word to predict the meaning, or blend the sounds together to identify a whole word that has been heard before and that makes sense in context. • While reading a science magazine, a student uses sight word knowledge (<i>float</i>) or phonic knowledge of consonant blends (<i>fl</i>), vowel digraphs (<i>oa</i>), and word endings (<i>-ation</i>), to identify the word <i>floatation</i>, and then continues reading. • When reading words in context, a student identifies a word by breaking it into parts, or syllables, such as <i>in-for-ma-tion</i>, associating sounds with each part, and blending the sounds into the word—<i>information</i>. • When reading and writing, students segment unfamiliar words in the following categories: <ul style="list-style-type: none"> – compound words, such as <i>horseback</i> – syllabication rules, such as: <ul style="list-style-type: none"> • <i>sup/per</i> [VC/CV] • <i>su/per</i> [V/CV] • <i>sel/ect</i> [C/V] – prefixes, such as <i>a-</i>, <i>be-</i>, <i>un-</i>, <i>re-</i> – suffixes, such as <i>-est</i>; <i>-y</i>; <i>-en</i>; <i>-less</i>; <i>-full</i>; <i>-some</i>; <i>-ly</i>; <i>-y</i> to <i>i</i>, plus <i>-er</i> or <i>-ly</i>; <i>-er</i>; <i>-ing</i> – words ending in <i>-le</i>. • When reading such sentences as, “They were shocked to find out that something had already destroyed their fort.” students use phonic knowledge and skills, together with prior knowledge, meaning and grammatical cues, to read the unfamiliar words and comprehend the meaning. • When reading and writing, students demonstrate consistent sound-symbol associations with: <ul style="list-style-type: none"> – consonant blends <i>sp</i>, <i>tw</i>, <i>sw</i>, <i>sm</i>, <i>spl</i> – final consonant blends and digraphs <i>-sh</i>, <i>-ch</i>, <i>-nk</i>, <i>-ng</i> – vowel diphthongs <i>oi</i>, <i>oy</i>, <i>ow</i>, <i>aw</i>, <i>ou</i>, <i>or</i>, <i>ur</i>, <i>ir</i> – “<i>r</i>” and “<i>w</i>” controlled vowels – hard and soft “<i>c</i>” and “<i>g</i>” – word parts <i>-ight</i>, <i>-ate</i>, <i>-age</i>, <i>-ture</i>, <i>-tion</i>.

GRADE 3

General Outcome 2

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



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>Use references</p> <ul style="list-style-type: none">• put words in alphabetical order by first and second letter• use picture dictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<ul style="list-style-type: none">• Half the students stand at the front of the class with theme word cards. The remaining students arrange the cards/students into alphabetical order by first and second letter; e.g., lion, gorilla, leopard, giraffe are rearranged to become giraffe, gorilla, leopard, lion.• Students scan their writing and circle words they think are misspelled. They use a picture dictionary or junior dictionary to confirm spellings.• Students use the spell-check function of a word processor and then make an appropriate choice from the list of possible spellings provided. At this point, they may choose to use a dictionary to confirm the meaning of the desired word.

GRADE 3

General Outcome 2

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



2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays tell or write about favourite parts of oral, print and other media texts identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references 	<ul style="list-style-type: none"> After talking about rocks, students find other books and pictures about rocks, bring rocks they have collected and talk about them, and find information about cave and rock paintings on the Internet. Students listen to <i>Northern Lights: The Soccer Trails</i> and discuss the story told by Kataujaq’s grandmother about the northern lights. They brainstorm stories they have heard that explain natural phenomena. Students make a fruit salad based on the fruits of the Ungalli tree in <i>The Name of the Tree: A Bantu Tale</i>. Students watch a videocassette <i>The Wind in the Willows</i>, and then write in their journals about their favourite parts or exciting events. Two students read the same story. Each student creates a diorama representing a favourite part of the story and shares it with the other. A student looks at the list of book projects for the week and chooses to make a shadow puppet after reading <i>Knots on a Counting Rope</i>. Students discuss such common elements in fairy tales as royalty, good or bad characters, happy endings and threes. They then locate these elements in a variety of fairy tales and record them on a class chart. A student enters the name of the poem <i>Hurricane</i>, in the anthology <i>Earth Magic</i>, into the class database that shows favourite pieces of literature. Then, the student searches the database for stories; after reading the description of <i>Thunder Cake</i>, the student signs the book out to read at home. Students sort books in the classroom library into different categories and make posters for each category. Students record their responses to texts, using such sentence frames as: <ul style="list-style-type: none"> I am like _____ because _____. I know how _____ feels because _____. The author’s description of _____ reminds me of _____.

GRADE 3

General Outcome 2

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



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>Construct meaning from texts</p> <ul style="list-style-type: none"> connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences summarize the main idea of individual oral, print and other media texts discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts <p>(continued)</p>	<ul style="list-style-type: none"> After reading <i>The Very Last First Time</i>, students write a journal entry about how they felt when their own fear almost stopped them from doing something. Students read the poem <i>Rosie and Michael</i> and complete a chart about friends. <div data-bbox="862 793 1177 989" data-label="Diagram"> </div> After viewing the videocassette <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, students create a web of the main idea and events from the story. <div data-bbox="721 1115 1435 1402" data-label="Diagram"> </div> <p>Students use the web to create a poster for the videocassette.</p> After listening to the teacher read each chapter of <i>Owls in the Family</i>, students write journal responses. After seeing examples of totem poles, students discuss how the symbols represent important aspects of people's lives. The students then construct personal totem poles, using a variety of materials, including photographs or drawings, to depict important events in their lives. When the totem poles are complete, students either write or tape an accompanying story. <p>(continued)</p>

GRADE 3

General Outcome 2

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



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> • make inferences about a character’s actions or feelings • express preferences for one character over another <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> • express feelings related to words, visuals and sound in oral, print and other media texts • identify how authors use comparisons, and explain how they create mental images 	<p>(continued)</p> <ul style="list-style-type: none"> • While doing an author study of Tomie de Paola, students make predictions about what Big Anthony might do in a new <i>Strega Nona</i> book based on what has happened in other <i>Strega Nona</i> books. • Students talk about the story <i>Peace and Quiet for Grandpa</i>, in <i>Grandpa Comes to Stay</i>. Student 1: I think Mom wants Finlay to be good, because she thinks Grandpa will get upset if he’s not. Student 2: I think the Mom, not the Grandpa, likes the house to be quiet and tidy. Student 3: My Mom likes our house to be quiet and tidy. When my cousins come over we have to clean up the house first. • After viewing a videocassette about Robin Hood, a student explains a preference for Robin Hood over the Sheriff of Nottingham. • In a class presentation of three fairy tales, one student chooses to be Red Riding Hood because she appreciates Red Riding Hood’s helpfulness. • While listening to <i>Carnival of Animals</i>, students move to the music to represent the particular animals. After listening, they write poems, such as haiku, to describe a chosen animal; make animal puppets for a puppet play; or paint or draw their impressions of a chosen animal. • After reading the poem <i>So Will I</i>, two students paint to express their feelings about the poem. • Students read the poem <i>Tree</i> and identify how the author compares being a person to being a tree. They then draw pictures and talk about what it would be like to be an animal. • Students work together to illustrate the idioms in the poem <i>I Wave Goodbye When Butter Flies</i>. • While listening to <i>Owl Moon</i>, students identify phrases, such as giant statues, like a sad sad song and quiet as a dream, that help them visualize the stillness and mystery of the woods.

GRADE 3

General Outcome 2

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



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
<p>Understand forms and genres</p> <ul style="list-style-type: none"> identify distinguishing features of a variety of oral, print and other media texts discuss ways that visual images convey meaning in print and other media texts <p>Understand techniques and elements</p> <ul style="list-style-type: none"> include events, setting and characters when summarizing or retelling oral, print or other media texts describe the main characters in terms of who they are, their actions in the story and their relations with other characters <p>(continued)</p>	<ul style="list-style-type: none"> Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium and perspective. Students look at the way print is presented in <i>Oh, The Places You'll Go!</i> and discuss the effectiveness of the presentation. After viewing the videocassette <i>Sound</i>, students brainstorm the variety of ways information is presented. After listening to a passage from <i>The Cricket in Times Square</i>, students sketch how they visualize the section where the cricket remembers life in the forest. A student creates puppets to tell the story of <i>The Three Little Pigs</i> to a Grade 1 reading buddy. While introducing the wolf puppet, the student says, "This is the big bad wolf. He goes to visit the three little pigs in their houses. He wants to eat them, but they trick him instead." Students create a web to describe a character in a story; e.g.: <div data-bbox="662 1291 1442 1717" data-label="Diagram"> <pre> graph TD R[Rumpelstiltskin] --- A(helps the miller's daughter become a princess) R --- B(looks like an elf or goblin) R --- C(spins straw into gold) R --- D(gives the princess three chances to guess his name) R --- E(keeps his name a secret) R --- F(wants the princess to give him the baby if she cannot guess his name) </pre> </div> After listening to a chapter from <i>Little House on the Prairie</i>, a student writes a journal entry imagining what it would be like to be Laura, travelling in a covered wagon.

GRADE 3

General Outcome 2

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



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Understand techniques and elements</p> <ul style="list-style-type: none">identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques <p>Experiment with language</p> <ul style="list-style-type: none">recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment	<ul style="list-style-type: none">Students compare information about whales gathered from an encyclopedia, children’s magazine or web site. They discuss the ways in which pictures, sound, fonts, colour and graphics make the text information more interesting.While reading <i>The Magic School Bus Inside the Earth</i>, students talk about how information is presented. Student 1: The speech bubbles sound like real children talking and exploring inside the Earth. Student 2: The reports tell us about different topics like volcanoes. Student 3: We can also just read the story of the trip.Students practise a choral reading of <i>Pierre: A Cautionary Tale in Five Chapters and a Prologue</i> and discuss the best ways to stress the repetitive lines for a desired effect.When the class hears one student’s story at author’s chair, a classmate suggests making it into readers’ theatre. The student then presents it with four friends, using special voices and sound effects.

GRADE 3

General Outcome 2

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



2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none"> experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> use sentence variety to link ideas and create impressions on familiar audiences 	<ul style="list-style-type: none"> Small groups of students make a web or share ideas/events before beginning writing; e.g.: <div style="text-align: center; margin: 10px 0;"> <pre> graph TD Spiders((Spiders)) --- Protection Spiders --- Habitat Spiders --- WebConstruction[Web Construction] Spiders --- Food </pre> </div> Students make a list of sports words and phrases and collect sports pictures to display at the writing centre, during a sports theme study. Students use short sentences to convey excitement or action when tape recording their own play-by-play of a hockey game. After a student shares a mystery story at author's chair, other students comment. <p>Student 1: Why don't you start with a question to make the beginning exciting?</p> <p>Student 2: You could use because to show that's the reason things happened.</p>

GRADE 3

General Outcome 2

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



2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
<p>Structure texts</p> <ul style="list-style-type: none">• experiment with a variety of story beginnings to choose ones that best introduce particular stories• add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot	<ul style="list-style-type: none">• A student decides to change the opening of her mystery story from “Once upon a time ...” to “What happened to Tom remains a mystery ...”• After writing a story, a student looks at a list of story beginnings, posted on the school web site, classroom bulletin board or kept in a writing folder, to decide whether or not to change the beginning of the story to make it more interesting or effective.• Students read the beginning sentences of a variety of stories and list the things that make story beginnings effective; e.g., effective story beginnings introduce the main character, sound exciting, present a problem. Students post their findings on a chart or in their writing folders, for use in their own writing.• When students are planning a puppet play, they share ideas about the setting so that the students responsible for making the backdrop have enough information to complete it.• Students form groups and take a familiar story; e.g., <i>The Three Little Pigs</i>, and divide the story into sections. Each group of students takes a section and adds to it. They share and discuss the whole story and how the details add to the story.• A student writes a story about the time his dog went missing. The student describes where he looked, how long he looked and how he found the dog, in a way that the listener or reader senses his panic at first and then his surprise and relief at finding the dog.

GRADE 3

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
Focus attention <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• In a mathematics journal, students use sentence stems, such as:<ul style="list-style-type: none">– I need to find out more about ...– I wonder why/how ...• After brainstorming safety behaviours for such situations as skating or water sports, students circle statements that are facts and highlight statements that are opinions; e.g., Proper life jackets help people float (fact). Babies shouldn't go on boats (opinion).• After reading <i>A ... B ... Sea</i>, students comment. Student 1: A jellyfish is not a fish. Student 2: The jellyfish looks larger than the scuba diver. Student 3: A jellyfish's stingers can kill small fish.• After reading the poem <i>Two Friends</i>, students role play such topics as: what makes a good friend, how to make friends, how to keep friends, how friends are alike and different.
Determine information needs <ul style="list-style-type: none">• ask topic-appropriate questions to identify information needs	<ul style="list-style-type: none">• When beginning a study of birds, students develop three to five questions under provided headings; e.g., habitat, babies, enemies, food and physical description, to guide their information gathering.
Plan to gather information <ul style="list-style-type: none">• contribute ideas for developing a class plan to access and gather ideas and information	<ul style="list-style-type: none">• After a student brings in a pet lizard, students develop a list of places where information about pets could be located. They display the list for use during a study on pets.• Students talk about how they can find out about their community's past. Student 1: We could ask my Grandma. She's lived here a long time. Student 2: I've seen books in the library. Student 3: Maybe we could go to the historical site near town.

GRADE 3

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none"> 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 <p>Access information</p> <ul style="list-style-type: none"> 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 <p>Evaluate sources</p> <ul style="list-style-type: none"> review information to determine its usefulness in answering research questions 	<ul style="list-style-type: none"> Students use such resources as nature magazines, the encyclopedia, a zoo CDROM, the Internet and a park naturalist to find out about bison. A student looks up schools in the index of <i>A Pioneer Story: The Daily Life of a Canadian Family in 1840</i>. The student spots a picture of a child writing on a small chalkboard and reads that children used slate pencils to write on slate boards. This information is added to the class web on Communities in the Past. A student describes how he found the web site for his favourite magazine by inputting the internet address that was referenced in the magazine. When reading about an animal, a student highlights the parts of a passage that describe: <ul style="list-style-type: none"> where the animal lives how the animal uses camouflage an interesting physical characteristic. After listening to <i>Charlie and the Chocolate Factory</i>, one student shows another how to look under Humour in the subject index and Roald Dahl in the author index to find other books that he has written. Some students are learning to snowboard and want to find out more about the sport. Their parents help them find some magazines and newspaper articles about the sport, but the students realize that they still don’t know what kind of snowboard is best for beginners. A student looks for books on the yearly pilgrimage to Lac La Biche in pioneer times. The books only tell about fishing at Lac La Biche, so the student asks a great-grandparent if she remembers going to Lac La Biche when she was young.


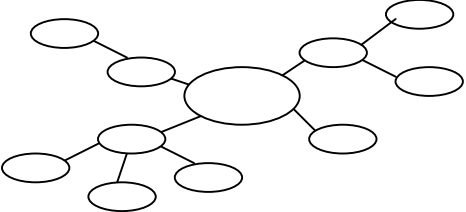
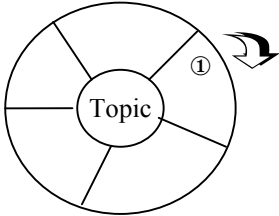
GRADE 3

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none"> organize ideas and information using a variety of strategies, such as clustering, categorizing and sequencing <p>(continued)</p>	<ul style="list-style-type: none"> Students use a variety of graphic organizers, such as: <ul style="list-style-type: none"> <u>Venn Diagrams</u>  <u>Mind Map</u>  <u>Sequence Circle</u>  In their personal science logs, students write, in proper sequence, what they did when testing the strength of construction materials; e.g., they use 1., 2., 3., or first, second, third.

GRADE 3

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples									
<p>(continued)</p> <p>Organize information</p> <ul style="list-style-type: none"> draft ideas and information into short paragraphs, with topic and supporting sentences <p>Record information</p> <ul style="list-style-type: none"> record facts and ideas using a variety of strategies; list titles and authors of sources <p>(continued)</p>	<ul style="list-style-type: none"> A student uses a sandwich form to write a paragraph about a favourite rock. <div data-bbox="787 787 1291 976" style="text-align: center;"> </div> <p>The student writes: Obsidian is my favourite rock. It is black, which is also my favourite colour. It is shiny and smooth. It is so smooth, it is easy to guess when it is in the mystery bag. I like obsidian so much I think my Mom should get some for our yard.</p> <ul style="list-style-type: none"> Students use jot notes on a research chart to record facts about a specific topic of interest, such as the grey wolf. <table border="1" data-bbox="690 1312 1469 1606" style="margin-left: auto; margin-right: auto;"> <tr> <td>Appearance</td> <td>Food</td> <td>Interesting Facts</td> </tr> <tr> <td>Habitat</td> <td>Life Cycle</td> <td>Enemies</td> </tr> <tr> <td></td> <td></td> <td>Titles and Authors</td> </tr> </table> <ul style="list-style-type: none"> While studying about hearing and sound, students email another class with a list of the titles and authors of books and videocassettes on the topic. 	Appearance	Food	Interesting Facts	Habitat	Life Cycle	Enemies			Titles and Authors
Appearance	Food	Interesting Facts								
Habitat	Life Cycle	Enemies								
		Titles and Authors								

GRADE 3

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 *Organize, Record and Evaluate* (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Record information</p> <ul style="list-style-type: none">list significant ideas and information from oral, print and other media texts <p>Evaluate information</p> <ul style="list-style-type: none">determine if gathered information is sufficient to answer research questions	<ul style="list-style-type: none">After viewing the videocassette <i>Planet Earth</i>, students list ways they can help take care of the Earth.In preparation for writing a report on the computer, a student makes jot notes while reading an informational book.While listening to a guest speaker talk about the community in the past, students jot notes under headings, such as: food, homes, clothing, recreation and jobs. <ul style="list-style-type: none">Students present/share with peers information gathered to date on a topic. Peers question, comment and suggest areas where more information is needed.A student refers to a scoring guide to confirm that all the requirements for an excellent report have been completed. The student checks the headings to be sure there is information on chores, clothing and games of children in pioneer times.

GRADE 3

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">organize and share ideas and information on topics to engage familiar audiencesuse titles, headings and visuals to add interest and highlight important points of presentation <p>Review research process</p> <ul style="list-style-type: none">assess the research process, using pre-established criteria	<ul style="list-style-type: none">Students use an overhead projector, along with a diorama, to present an oral report on their community in the past.Students make a set of posters to organize their presentation about salmon.While studying rocks and minerals, some students read poems they have written, some share designs based on the shapes of crystals, and others create a papier-mâché model for a display.Some students share their presentation software slide show with the class. They use two different title transitions throughout their presentation.When a student begins her part of a group presentation on children in Japan, she writes the headings <i>School</i> and <i>Recreation</i> on an overhead transparency to show key points she will cover.Students use a checklist of questions developed by the class, such as:<ul style="list-style-type: none">– Did I use headings to organize my presentation?– Are my main ideas clear?– Did I use a variety of sources?– Did I ask others for assistance?

GRADE 3

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> share own oral, print and other media texts with others to identify strengths and ideas for improvement <p>Revise and edit</p> <ul style="list-style-type: none"> combine and rearrange existing information to accommodate new ideas and information edit for complete and incomplete sentences <p>Enhance legibility</p> <ul style="list-style-type: none"> print legibly, and begin to learn proper alignment, shape and slant of cursive writing <p>(continued)</p>	<ul style="list-style-type: none"> During peer conferencing, students use the following statements to make recommendations. <ul style="list-style-type: none"> I like the way ... Tell me how ... I think you could try ... I was confused when ... I would like to know more about ... While writing a poem about horses, a student reads a couple of lines to classmates and asks: "Does it sound like the horse is going really fast?" Students use various editing techniques; e.g., cut and paste, use of star (★) and caret (^), writing on every second line. While editing a group story, one student adds another student's ideas to the narrative by moving the cursor to the insertion point and then typing. Using a story on the overhead projector that contains complete and incomplete sentences, students identify incomplete sentences and tell how they could be corrected. When editing a story about a grandparent, a student checks to ensure that all sentences are complete. Students write their names in the cursive style and decorate them for a special name tag. Students take care to print legibly when writing a thank-you letter to a guest speaker.

GRADE 3

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples																		
<p>(continued)</p> <p>Enhance legibility</p> <ul style="list-style-type: none"> space words and sentences consistently on a line and page use keyboarding skills to compose, revise and print text understand and use vocabulary associated with keyboarding and word processing <p>Expand knowledge of language</p> <ul style="list-style-type: none"> explain relationships among words and concepts associated with topics of study experiment with words and word meanings to produce a variety of effects 	<ul style="list-style-type: none"> While editing a paragraph, a student deletes the extra spaces between words caused by holding down the space bar too long. A student composes a short description of a topic, such as a favourite recreational pursuit or an activity, revises it with a peer, and prints it for inclusion in a class book. Students know and use such terms as backspace, delete, cut, paste, caps lock, enter, spell check. Students use such words as pitch, vibration, soundproof and loudness to talk about different aspects of hearing and sound in their daily lives. Students brainstorm words to web specific aspects of a topic of study; e.g., characteristics of mammals, birds, fish. Students brainstorm alternative words to replace overused words found in student writing; e.g.: <table border="0" style="margin-left: 20px;"> <tr> <td>– said</td> <td>muttered</td> <td>screamed</td> </tr> <tr> <td></td> <td>whispered</td> <td>yelled</td> </tr> <tr> <td></td> <td>shouted</td> <td>croaked</td> </tr> <tr> <td>– went</td> <td>sauntered</td> <td>marched</td> </tr> <tr> <td></td> <td>galloped</td> <td>skipped</td> </tr> <tr> <td></td> <td>slithered</td> <td>circled</td> </tr> </table> After reading the poem <i>I Wave Goodbye When Butter Flies</i>, in the anthology <i>Something Big Has Been Here</i>, a student shares a poem written at home. Last summer at the lake I saw horseflies While it rained cats and dogs. 	– said	muttered	screamed		whispered	yelled		shouted	croaked	– went	sauntered	marched		galloped	skipped		slithered	circled
– said	muttered	screamed																	
	whispered	yelled																	
	shouted	croaked																	
– went	sauntered	marched																	
	galloped	skipped																	
	slithered	circled																	

GRADE 3

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>Enhance artistry</p> <ul style="list-style-type: none">choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts	<ul style="list-style-type: none">After reading the poem <i>Railroad Reverie</i>, in the anthology <i>Arrow Book of Poetry</i>, students create sound effects that approximate vocabulary in the poem, such as <i>chugger-chugger</i>, <i>rumble-rumble</i> and <i>rattle-rattle</i>. They dramatize the poem, using the sound effects they have created.A student writes a poem about a big snowfall and illustrates it with a picture that shows the snow nearly covering the dog kennel in the backyard.Students use the story pattern of <i>Guess What?</i> to create their own story with illustrations.After reading <i>The Important Book</i>, students pattern their own writing on the book; e.g.: The most important thing about a hamburger is it tastes good. It has meat and bread and cheese and lettuce. It's cooked on a barbecue. It can be eaten using my hands. But the most important thing about a hamburger is it tastes good.

GRADE 3

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> identify a variety of sentence types, and use in own writing identify correct subject–verb agreement, and use in own writing use adjectives and adverbs to add interest and detail to own writing distinguish between complete and incomplete sentences <p>Attend to spelling</p> <ul style="list-style-type: none"> use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing <p>(continued)</p>	<ul style="list-style-type: none"> After reading <i>The Backyard Time Detectives</i>, students identify simple and compound sentences from selected passages. Students look for examples of similar sentence types in their own writing. Students check for correct subject–verb agreement, by viewing examples of writing on an overhead transparency, reading stories out loud to see if they sound correct, and checking with a partner or group. Students correct their errors. Students suggest adjectives that could be added to a piece of writing to make it more interesting; e.g., “The old house.” becomes “The old, tattered, run-down house.” In a story about a first ski lesson, a student checks a class chart of describing words to make a description of getting off a chair lift for the first time more vivid for the reader. In a centre activity, students work alone or with a partner to assemble word strips into complete sentences. <div style="display: flex; justify-content: center; gap: 10px; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">The little dog</div> <div style="border: 1px solid black; padding: 2px 10px;">barked</div> <div style="border: 1px solid black; padding: 2px 10px;">at the mailman.</div> </div> <ul style="list-style-type: none"> When writing such words as <i>different</i>, <i>important</i>, <i>animal</i>, however, students divide the words into parts, associate letters with the sounds across the whole word, and continue writing, checking the spelling later. During a peer editing activity, a student points out to the writer the need to change the word <i>gooses</i> to <i>geese</i>. Students look at a prepared word list and come up with a rule or description of what is common about how the words are spelled.

GRADE 3

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Attend to spelling</p> <ul style="list-style-type: none"> identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> use capital letters appropriately in titles of books and stories use exclamation marks, appropriately, as end punctuation in own writing use apostrophes to form common contractions and show possession in own writing identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension 	<ul style="list-style-type: none"> Students keep a personal list of words they frequently misspell and refer to it when editing their work. Students reread their own writing to correct words they misspelled. Words they are unsure of are circled and are located in their dictionary or corrected with the help of a friend or the teacher. Students share strategies on remembering how to spell particular words; e.g.: <ul style="list-style-type: none"> constructing mnemonic devices: island = IS LAND because = <u>B</u>ears <u>E</u>at <u>C</u>rackers <u>A</u>nd <u>U</u>sually <u>S</u>wallow <u>E</u>nough exaggerating difficult word parts: envIRONment friEND. <ul style="list-style-type: none"> When entering the titles of books they have read into their reading logs, students use capital letters appropriately. While writing an adventure story, a student reads part of it aloud to determine where to place exclamation marks. After visiting a community museum, a student makes a poster to promote the preservation of an old building. The student writes the slogan “Save the Barn!” in large, colourful letters. Students use a variety of contractions when writing valentine messages; e.g.: <ul style="list-style-type: none"> Won’t you be mine? I’ll think it’s divine, if you’re my valentine! I can’t wait until you’re my valentine! After a community walk, students use apostrophes to show possession when writing directions to particular places in their community; e.g.: To get to Joey’s house, you walk three blocks west and then turn right and walk north past Michelle’s grandfather’s store. When reading out loud, a student runs two sentences together, realizes it does not make sense, goes back and pauses at the period, and then reads on.

GRADE 3

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none">present ideas and information on a topic, using a pre-established plan	<ul style="list-style-type: none">When preparing to present a group play, students decide what information they need to tell the audience and who will do each piece; e.g.: Student 1: Tells the title of the play. Student 2: Introduces the characters after the play. Student 3: Asks the audience what they thought of the play.
<p>Enhance presentation</p> <ul style="list-style-type: none">use print and nonprint aids to illustrate ideas and information in oral, print and other media texts	<ul style="list-style-type: none">Students enhance their own presentations, using such aids as storyboards or presentation software.A student adds colour to an invitation for a class concert and makes the date and time larger in the text.A student enhances a report on nutritious snacks, by adding pictures from a CDROM encyclopedia.
<p>Use effective oral and visual communication</p> <ul style="list-style-type: none">speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas	<ul style="list-style-type: none">Students present their own poetry, or a published poem of their choice, and focus on reading with expression.While performing a puppet play, one group member narrates in a clear, steady voice that guides the group and also makes it easy for the class to listen to the story. The narrator uses a buzzing voice for hornets and a booming voice for a big, black cloud.

GRADE 3

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 *Present and Share* (continued)

Specific Outcomes	Illustrative Examples
<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">rephrase, restate and explain the meaning of oral and visual presentationsidentify and set purposes for listening and viewing	<ul style="list-style-type: none">Students explain in their own words the key items to include in a first-aid kit after a presentation by the community nurse.After watching a videocassette presentation on how to deal with bullies, students brainstorm ways to solve playground problems.The class invites a senior to talk about the community in the past. Prior to the visit, students discuss what they want to learn. Student 1: I want to know if bread was made from scratch. Student 2: I wonder how people kept warm in winter. Student 3: I wonder what school was like back then.One student wonders why the class is watching a wordless videocassette about fish. Another student says that it gives the class ideas about what fish look like, where they live and how they move.

GRADE 3

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none"> describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts retell, paraphrase or explain ideas in oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities 	<ul style="list-style-type: none"> While one group member reads <i>Anansi the Spider</i>, the rest freeze into a tableau illustrating the pranks Anansi pulled. Then each person, in sequence, unfreezes, tells about a prank Anansi pulled, adds one of his/her own, and then refreezes into that position. After viewing a <i>Ramona</i> videocassette, students describe Ramona's home and school life and discuss how they compare to their own home and school experiences. Students write in their journals about movies or sports events they watched or took part in over the weekend. After watching a videocassette presentation about different kinds of rocks, students talk about what they learned, through the use of prompts. <ul style="list-style-type: none"> This videocassette was all about _____. Three different kinds of rocks that I learned about were _____, _____ and _____. I also learned that _____. I was surprised to find out that _____. After reading the stories <i>Crabs for Dinner</i> and <i>The Sandwich</i>, students talk about times they were reluctant to try new foods. <p>Student 1: The other kids didn't like Vincenzo's sandwich because it was different.</p> <p>Student 2: When the boy and his brother finally tasted the Grandma's soup they liked it.</p> <p>Student 3: I always thought I didn't like melon, until I had to eat it at my aunt's house.</p> Students read <i>The Very Last First Time</i> and <i>The Fishing Summer</i> and discuss a time when they were both excited and scared about doing something for the first time.

GRADE 3

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Illustrative Examples
<p>Celebrate accomplishments and events</p> <ul style="list-style-type: none">• use appropriate language to acknowledge and celebrate individual and class accomplishments <p>Use language to show respect</p> <ul style="list-style-type: none">• demonstrate respect for the ideas, abilities and language use of others	<ul style="list-style-type: none">• Students record comments on a <i>Comments Page</i>, attached to the back of individually published stories, to recognize and praise an author's work.• During a class meeting, students compliment each another on accomplishments or kindnesses shown to others. A ball is passed around a circle, and is held by the speaker; e.g., Becky says, "I would like to compliment Chan for the way he made his story exciting." Chan replies, "Thank you Becky." The ball continues moving around the circle until each student who wishes has had an opportunity to compliment someone.• Upon completion of the study of their community in the past, the class posts their poems, stories, pictures and links to other Internet web sites on the school web site. After the weekend, one student tells about finding the school web site and seeing everyone's work on the computer. <ul style="list-style-type: none">• As students share their stories using the author's chair, their classmates make thoughtful and helpful comments, using sentence frames such as:<ul style="list-style-type: none">– I couldn't understand why _____ . Can you explain some more about that?– Your characters were very interesting. I liked the way they .

GRADE 3

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none">work cooperatively with others in small groups on structured tasksidentify and seek help from others who can provide assistance in specific situations <p>Work in groups</p> <ul style="list-style-type: none">contribute ideas and information on topics to develop a common knowledge base in the groupask others for their ideas, and express interest in their contributions	<ul style="list-style-type: none">Students work in pairs to research different bridge designs, and then design and build a bridge strong enough for a toy car to cross.When preparing a group presentation about a particular animal, one student makes a banner showing the title of the presentation, two students work together to make a diorama showing the animal's habitat, and another student makes a poster about the animal.During a group activity, such as colouring eggs or planting bean seeds, students work together to complete the task, using assigned materials and directions.Students ask the librarian for help when seeking a story by a particular author.Students email selected authors to ask them to read the first drafts of their stories.Students volunteer to be experts on topics of interest.Students identify and interview persons in the community to add information to a study of community helpers.In groups, students find an article, picture, book, web site or CDROM that relates to the topic being studied. They share and compare the information they have found to determine what is most useful to their purpose.During a class study on animal life cycles, a student brings a book on snakes from home to place in the reading corner.At the beginning of the year, each student interviews a partner, introduces the partner to the class and includes such details as interests and strengths.As new groups form, students work together to come up with a group name that is agreeable to everyone. All ideas are considered.

GRADE 3

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 *Work Within a Group* (continued)

Specific Outcomes	Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none">• assess the effectiveness of group process, using pre-established criteria	<ul style="list-style-type: none">• Students answer questions about how to work effectively in a small group; e.g.:<ul style="list-style-type: none">– What are some ways students can participate in a group?– How does listening to others help in group work?– What would you say or do to encourage everyone to share ideas? <p>Students use their answers to the questions to enhance group work.</p>