

English Language Arts Curricula: Outcomes and Inquiry-related Indicators

Grade 1	Grade 2	Grade 3
<p>Outcomes CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: identity (e.g., Feelings); community (e.g., Neighbourhood; social Responsibility (e.g., Plants and Trees)</p>	<p>Outcome: CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., My Family and Friends); community (e.g., Our Community); social responsibility (e.g., TV Ads for Children) and make connections to own life.</p>	<p>Outcome: CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Spreading My Wings); community (e.g., Helping Others; social responsibility (e.g., Communities Around the World) and make connections across areas of study.</p>
<p>Indicator “e”: Use inquiry to explore a question or topic of interest related to the themes and topics being studied:</p> <ul style="list-style-type: none"> • Discuss personal knowledge and understanding of a topic to discover research interests and needs. • Use the language of inquiry (e.g., “I want to find out if ...”, “I know ...”). • Ask questions to satisfy personal curiosity on a topic and discuss information needs. • Ask and answer questions to help satisfy group curiosity and information needs on a specific topic. • Answer questions using visual, multimedia, oral, and print sources. • Understand that resource centre materials have a specific organization system and use titles to locate information and ideas. • Recognize when information answers the questions asked. • Collect and organize relevant ideas and information. • Represent and tell key ideas and facts in own words. • Share with peers and teacher what was learned through inquiry. 	<p>Indicator “f”: Use inquiry to explore a question or topic that is of individual or group interest including:</p> <ul style="list-style-type: none"> • Consider personal knowledge and understanding of a topic to identify information needs. • Contribute relevant ideas and questions to assist in group understanding of a topic or task and to identify sources of additional information. • Access ideas using a variety of sources such as simple chapter books, multimedia and online resources, computers, and Elders • Match ideas and understandings to inquiry or research needs. • Categorize related information and ideas using a variety of strategies such as linking significant details and sequencing ideas in a logical order. • Record key ideas and facts in own words and identify titles and creators of sources. • Examine gathered information, ideas, and understandings to decide what information to share or omit. • Share and presenting findings and 	<p>Indicator “f”: Use inquiry to explore a question, topic, problem, or issue that students, individually or as a group, want to know more about or want to resolve/solve:</p> <ul style="list-style-type: none"> • Record and share personal knowledge and understanding of a topic. • Answer inquiry questions using a variety of sources such as children’s magazines, folktales, the environment, and online resources. • Review information and ideas to determine their usefulness to inquiry or research needs. • Determine main ideas that will inform inquiry questions. • Organize and explain understandings, ideas, and information using a variety of strategies such as clustering, categorizing, and sequencing. • Record understanding, ideas, and facts using a variety of strategies such as webbing and charting, and list the sources. Determine whether ideas and information collected is sufficient or adequate for established purpose. • Share and report what was learned in an

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	<ul style="list-style-type: none">• conclusions.• Ask questions (e.g., “What did I do that worked well?”) to reflect on inquiry.• Use the language of inquiry (e.g., “What do I want to find out? Where could I find information that would help me?”).	<p>easy-to-follow visual, oral, and written format.</p> <ul style="list-style-type: none">• Assess inquiry or research experiences and skills.• Use the language of inquiry (e.g., “We learned”).

Saskatchewan Ministry of Education. (2010). *English language arts 1 (2, 3)*. Regina, SK: Author.

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Grade 4	Grade 5	Grade 6
<p>Outcome: CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Expressing Myself); community (e.g., Celebrating and Honouring Others); social responsibility (e.g., Within My Circle) through personal experiences and inquiry.</p>	<p>Outcome: CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., What Should I Do); community (e.g., This is Our Planet); social responsibility (e.g. Teamwork) and express personal thoughts shaped through inquiry.</p>	<p>Outcome: CC6.9 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.</p>
<p>Indicator “c”: Use inquiry to explore authentic problems, questions, and issues associated with identity, community, and social responsibility including:</p> <ul style="list-style-type: none"> • Ask general and specific inquiry questions on topics using predetermined categories • Record, select, and share relevant personal knowledge and understanding of a topic or questions and consider purpose for individual and group inquiry or research. • Select and use a plan for gathering ideas and information. • Assess the usefulness, authenticity, and reliability of information for inquiry or research needs using pre-established criteria. • Use a variety of tools (including indices, maps, atlases, charts, electronic sources) and resources to access ideas and information. • Organize ideas and information in logical sequences. • Make notes and cite authors and titles of sources alphabetically. 	<p>Indicator “c”: Use inquiry to explore a problem, question, or issue related to a topic being studied in English language arts or a topic of personal interest including:</p> <ul style="list-style-type: none"> • Summarize personal knowledge and understanding of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group or individual inquiry or research. • Gather and record ideas and information using a plan. • Answer inquiry or research questions using a variety of sources such as newspapers, diaries, Elders, interviews, and field trips. • Determine the usefulness of ideas and information for inquiry or research purpose and focus using pre-established criteria. • Use a variety of tools to access ideas and information. • Organize ideas and information into categories (e.g., what, where, when, how, so what). 	<p>Indicator “a”: Use inquiry to extend understanding of a particular topic related to the themes and issues being studied as follows:</p> <ul style="list-style-type: none"> • Generate key research questions to guide inquiry and seek required information and data from a variety of sources (e.g., observations, interviews, print, electronic, and video resources). • Summarize and focus personal knowledge of a topic to determine information needs. • Create and follow a plan to collect and record information within a pre-established frame. • Assess completeness and relevance of ideas and information • Cite more than one source, when appropriate (use two to three informational sources to research an assigned topic). • Evaluate the appropriateness of information for a particular audience, form or purpose.

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<ul style="list-style-type: none">• Examine collected information to identify categories or aspects of a topic that need more research.• Share findings and conclusions in a clear visual, oral, and written format.• Use the language of inquiry (e.g., “I want to know if”, “I wonder about”).	<ul style="list-style-type: none">• Make notes using own words and provide publication dates and authorship of sources.• Assess knowledge gained through inquiry or research.• Form personal conclusions and generate new questions for further inquiry or research.• Explain findings from inquiry or research on a topic, question, problem, or issue in an appropriate visual, oral, and written format.	<ul style="list-style-type: none">• Identify gaps in information and collect and gather additional information.• Relate gathered information to prior knowledge to reach conclusion and develop point of view.• Recognize and avoid plagiarism.• Use the language of inquiry (e.g., “I wonder if...”, “What do I want to find out?”, “What do I need to do next?”).

Saskatchewan Ministry of Education. (2010). *English language arts 4 (5, 6)*. Regina, SK: Author.

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Grade 7	Grade 8	Grade 9
<p>Outcome: CC7.2 Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.</p>	<p>Outcome: CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.</p>	<p>Outcome: CC9.2a Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts.</p>
<p>Indicators:</p> <ol style="list-style-type: none"> a. Apply inquiry process and complete an individual or group inquiry project related to the themes or issues being studied in English language arts. b. Examine personal knowledge of and experiences related to a topic to determine information needs. c. Formulate a variety of relevant questions on a topic to establish a purpose for seeking information. d. Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes. e. Prepare and use a plan to access ideas and information from a variety of sources (including digital). f. Use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions. g. Locate information using a search engine. h. Assess the appropriateness of the amount and quality of information collected. i. Recognize and address information gaps for particular audiences and purposes. j. Organize new information to reflect the intended purpose and audience. 	<p>Indicators:</p> <ol style="list-style-type: none"> a. Determine personal knowledge of a topic to generate possible areas of inquiry or research. b. Formulate relevant questions on a topic to establish a purpose for gathering information. c. Contribute ideas, knowledge, and strategies to help identify group information needs and sources. d. Collaborate with others using technology to plan inquiry. e. Prepare and use a plan to access, gather, and record in own words relevant information. f. Gather information from a variety of sources (e.g., interviews, print texts, CD-ROMs, Internet) and integrate ideas in analysis. g. Organize information and ideas in order of priority according to topic and task requirements. h. Make notes in point form, summarizing major ideas and supporting details. i. Sort, organize, classify, and extend data using information technology tools. j. Adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information. 	<p>Indicators:</p> <ol style="list-style-type: none"> a. Use clear inquiry questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. b. Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research. c. Prepare and use a plan to access, gather, and evaluate ideas and information from a variety of human, print, and electronic sources. d. Evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan. e. Use e-mail, threaded discussion, and file sharing to exchange ideas and findings. f. Select appropriate resources related to a research project. g. Use note making to reconstruct knowledge and select strategies appropriate to task. h. Solve problems requiring the sorting, organizing, classifying, and extending of data using information technology tools. i. Integrate relevant information regarding issue and problems from group discussions and interviews.

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<p>k. Use the language of inquiry (e.g., “Where would I find information and ideas about this topic, question, problem, or issue? What processes or procedures could I use?” “How will I access these sources or carry out these procedures?”).</p>	<p>l. Document cited resources within presentations and composition. m. Use the language of inquiry (e.g., “What processes or procedures could we use?”, “What criteria will we use to judge how effective the sources and processes are in addressing the topic?”, “How can we prepare a presentation suitable for the purpose, audience, and situation that we identified?”).</p>	<p>j. Include citations, quotations, and works cited in inquiry presentations. k. Evaluate authority, validity, and reliability of content. l. Document sources of information using standard format (using software to manage and insert references). m. Design a website to communicate and share information with an audience. n. Evaluate own research process. o. Use the language of inquiry (e.g. “I wonder if...”, “What inquiry question(s) would focus my task?”, “What materials and equipment could I use?”, “Can I formulate alternative answers, solutions, conclusions, or decisions related to my inquiry questions?”).</p>

Saskatchewan Ministry of Education. (2008). *English language arts 7 (8, 9)*. Regina, SK: Author.

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ELA A10	ELA B10	ELA 20
<p>Outcome: CC A10.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Foundational Stories); social responsibility (e.g., Destiny and Challenges of Life); and social action (agency) (e.g., Human Existence).</p>	<p>Outcome: CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore: identity (e.g., Diversity of Being); social responsibility (e.g., Degrees of Responsibility); and social action (agency) (e.g., Justice and Fairness).</p>	<p>Outcome: CC 20.1 Create a range of visual, multimedia, oral, and written texts to explore: identity (e.g., Relationships with Family and Others); social responsibility (e.g., Evolving Roles and Responsibilities); and social action (agency) (e.g., The Past and the Present).</p>
<p>Indicator “c”: Develop and present a project-based inquiry related to a theme or topic of the course:</p> <ul style="list-style-type: none"> • Collaborate to determine group knowledge base and to define inquiry or research purpose and parameters. • Formulate questions to focus and guide inquiry or research. • Develop and use an inquiry or research plan to identify and access relevant ideas and information from a variety of sources. • Determine the credibility, accuracy, completeness, and usefulness of a variety of information sources for a particular inquiry or research plan. • Access information using a variety of tools (e.g., electronic networks, libraries, taped oral histories). • Organize information using appropriate forms (e.g., charts, diagrams, outlines, electronic databases). • Analyze and understand implications and consequences of plagiarism (i.e., ethical, legal, professional). 	<p>Indicator “c”: Develop a project-focused inquiry related to a theme or issue of the course:</p> <ul style="list-style-type: none"> • Generate relevant questions that can be researched. • Refine topics and clarify ideas. • Compile information from primary and secondary sources in systematic ways. • Synthesize the content from several sources or works by various authors dealing with a single issue. • Interpret and report on ideas and information from more than one source to develop and support positions on various topics. • Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. • Compile ideas and information into reports, summaries, and other formats and draw conclusions. 	<p>Indicator “d”: Conduct and present an extended inquiry/research based on a topic of the course that:</p> <ul style="list-style-type: none"> • Determine inquiry or research focus and parameters based on personal knowledge and others’ expertise. • Formulate and revise questions to focus inquiry or research the topic and purpose. • Explore group knowledge and strengths to determine inquiry or research the topic, purpose, and procedures. • Develop, use, and adapt an inquiry or research plan appropriate for content, audience, purpose, context, sources, and procedures. • Select ideas and information from prior knowledge of the inquiry or research topic appropriate for audience, purpose, and personal perspective or focus. • Identify and discuss the purpose and usefulness of information sources relevant to the particular inquiry or research needs.

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ELA A10		ELA 20
<ul style="list-style-type: none">• Draw logical conclusion from information and consider how to best present to identified audience.• Document sources accurately using standard format (such as Modern Language Association [MLA], and American Psychological Association [APA]).• Cite reference for all sources of information including summarized and paraphrased ideas from other authors.		<ul style="list-style-type: none">• Evaluate how perspectives and biases influence the choice of information sources for inquiry or research.• Access information using a variety of tools, skills, and sources to accomplish a particular purpose.• Organize and reorganize information and ideas in a variety of ways (including digital) for different purposes and audiences.• Summarize and record information, ideas, and perspectives from a variety of sources using a variety of means (e.g., digital); documents sources accurately.• Evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives.• Explain self-knowledge acquired through inquiry and explains the insights gained; explain the importance of new understanding to self and others; assess own inquiry and research skills.• Defines and narrow a problem or research topic.• Gather relevant information from a variety of print and digital sources as well as from direct observation, interviews, and surveys.

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		<p style="text-align: center;">ELA 20</p> <p>Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites.</p> <ul style="list-style-type: none">• Plan, by taking notes, creating informal outlines, and researching using a variety of means (e.g., digital).• Connect, shape, and clarify ideas and understanding.• Select and connect ideas from prior knowledge, observations, and experiences.• Identify the need for additional information to supplement prior knowledge, observations, and experiences.
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Saskatchewan Ministry of Education. (2011). *English language arts 10*. Regina, SK: Author.
Saskatchewan Ministry of Education. (2012). *English language arts 20*. Regina, SK: Author.

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ELA A30	ELA A30	ELA B30
<p>Outcome: CC A 30.1 Create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Define the Individual, Negotiate the Community; social responsibility (e.g., Shift Centres, Blur Margins) and social action (agency) (e.g., Understand Beliefs, Initiate Action).</p>	<p>Outcome: CC A 30.4 Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.</p>	<p>Outcome: CC B30.1 Create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Sense of Self); social responsibility (e.g., Social Criticism); and social action (agency) (e.g., Addressing the Issues).</p>
<p>Indicator “b”: Develop independently an inquiry project relating to a particular topic or issue with reference to purpose and audience and employing a variety of research tools and resources:</p> <ul style="list-style-type: none"> • Consider own and others’ expertise to explore breadth and depth of knowledge and focus inquiry or research based on parameters of task. • Formulate inquiry or research questions, and refine them through reflection and discussion of topic, purpose, and context. • Consider whether thesis claim is personally relevant, interesting, and meaningful; relevant and meaningful to the audience; aligned with purpose and goals; logical; and can be supported. • Develop and select from a repertoire of inquiry strategies, and adjust plan according to needs (audience, purpose, context). 	<p>Indicator “d”: Prepare and write an inquiry/research paper (approximately 1,500 words in length, 5-6 pages typed, double-spaced):</p> <ul style="list-style-type: none"> • Focus on an important topic that interests self and emphasizes a specific part about the topic. • Size up the topic and include important details, facts, ideas, quotations, statistics, and other data. • Use primary and secondary sources that have been judged for their accuracy, completeness, currency, and biases. • Cite sources and avoid plagiarism. • Introduce the topic, get the reader’s attention, and present the thesis statement. • Explain why the topic is important. • Arrange ideas so the reader can follow. • Include sources and a works-cited page and title page. 	<p>Indicator “e”: Research a global social issue and develop a problem scenario and position paper to teach others about this issue:</p> <ul style="list-style-type: none"> • Consider own and others’ expertise and knowledge to explore breadth and depth of knowledge and focus inquiry or research based on parameters of task. • Formulate inquiry or research questions and refine them through reflection and discussion of topic, purpose, and context. • Develop and select from a repertoire of inquiry strategies, and adjust plan according to needs (audience, purpose, context, topic parameters, time available). • Evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and perspective or focus. • Identify and examine diverse information sources relevant to particular inquiry or research needs.

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ELA A30	ELA A30	ELA B30
<ul style="list-style-type: none"> • Evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and perspective or focus. • Use a variety of digital and informational resources (e.g., human, libraries, databases, networks, video) • To gather, evaluate, and synthesize information and perspectives to create and communicate knowledge to achieve purpose and suit audience. • Evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources. • Evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias. • Organize and reorganize information and ideas to clarify thinking and to achieve desired effect. • Incorporate, strategically, source material in a variety of ways including directly quoting, paraphrasing, summarizing, and using ellipses and brackets, and document sources accurately. 	<ul style="list-style-type: none"> • Conclude in a logical and interesting way, leaving the reader with something to think about. 	<ul style="list-style-type: none"> • Evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research. • Synthesize information, ideas, and perspectives from a variety of sources to solve problems, answer questions, and seek solutions; document sources accurately. • Evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias. • Access information efficiently and effectively, evaluate information critically and competently, and use information accurately and creatively for the issue. • Use technology as a tool to research, organize, evaluate, and communicate information, and demonstrate a fundamental understanding of the ethical and legal issues surrounding the access and use of information.

Saskatchewan Ministry of Education. (2013). *English language arts 30*. Regina, SK: Author.