

Outcomes with Library Literacy and Inquiry-related Indicators in Saskatchewan's English Language Arts 1 – 12 Curricula for Teacher-librarians

Saskatchewan School Library Association

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Outcomes with Library Literacy and Inquiry-related Indicators in Saskatchewan's English Language Arts 1 – 12 Curricula for Teacher-librarians

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One of the broad areas of learning in Saskatchewan's grades 1 – 12 curricula is "building lifelong learners." Students will acquire understandings, skills, and strategies to equip themselves to become confident and competent citizens. The inquiry approach to learning helps student develop independence and critical thinking skills. "Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes" (Saskatchewan Ministry of Education, 2012).

Saskatchewan school libraries are central to inquiry learning. They provide the natural learning space for students to pose questions and find answers. Teacher-librarians are poised to collaborate with classroom teachers to implement a strong inquiry process. In 2013 the Saskatchewan School Library Association (SSLA) launched [a new web portal](#) containing high quality print and multimedia resources to support inquiry-based teaching and learning. *Teacher-librarians Constructing Understanding through Inquiry*, was a strategic partnership between the SSLA and Saskatchewan's Ministry of Education developed to identify and support the

understanding and use of inquiry for teaching and learning. One of the [inquiry tools](#) provided on the site was a listing of the curriculum outcomes and indicators related to inquiry learning in the English Language Arts grades 1 – 12 curricula.

Teachers and teacher-librarians in the Good Spirit School Division in east central Saskatchewan used this document to align the development of library literacy skills to the development of inquiry learning skills throughout the grades in an easily accessible scope and sequence format. Students move through the grades with different classroom teachers, but the teacher-librarian is a constant who can supervise the students' progress in the evolution of these skills. In the following chart the Comprehend and Respond (CR) outcomes and Compose and Create (CC) outcomes from the curricula are outlined along with their indicators according to each grade. At the end of the grade level is a section outlining possible connections to the school library program. Teacher-librarians may choose to introduce and to explicitly teach these skills at the recommended grade levels thus ensuring students are developing a complete repertoire of inquiry research skills.

English Language Arts Curricula: Outcomes with Library Literacy and Inquiry-related Indicators

Grade 1	Grade 2	Grade 3
<p>Outcome CR1.4 Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.</p>	<p>Outcome: CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.</p>	<p>Outcome: CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.</p>
<p>Indicator “d”: Distinguish between fiction and non-fiction. Indicator “f”: Identify the sequence of an informational text and respond to who, what, when, where, why, and how questions. Indicator “h”: Retell the central ideas of simple expository and narrative passages (including contemporary and traditional First Nations and Métis stories), identify and describe where and when stories take place, the characters in a story (and their feelings), and the story’s beginning, middle, and end, as well as the problem and the solution.</p>	<p>Indicator “a”: Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources. Indicator “d”: Read and retell (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events). Indicator “e”: Read and retell the key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources.</p>	<p>Indicator “d”: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, texts including First Nations and Métis resources. Indicator “e”: Identify the main idea and supporting details in informational text and extract appropriate and significant information. Indicator “g”: Comprehend the basic plots of traditional tales (including First Nations and Métis narratives), fairy tales, and fables from around the world, identify the common elements (e.g., characters, setting, problem/solution), and note and talk about author’s content and craft.</p>
<p>Outcome 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>

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<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 present findings and 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>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 easy-to-follow visual, oral, and written format. • Assess inquiry or research experiences and skills. • Use the language of inquiry (e.g., “We learned”).
<p>Saskatchewan Ministry of Education. (2010). <i>English language arts 1 (2, 3)</i>. Regina, SK: Author</p>		

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Grade 1	Grade 2	Grade 3
<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> • Understand library organization • Use shelf markers • Identify: Author/Illustrator/Title of books • Identify parts of a book: cover, spine, title page • Locate easy to read resources • Select resources for personal interest • Alphabetize to first letter • Know procedures for checking out books properly and other library rules • Know how to care for books • Reading strategies: connecting & visualizing • Participate in reader engagement activities such SYRCA, Saskatchewan Young Readers Choice Awards, the Willow Awards • Identify basic story elements such as character and setting • Identify author's purpose. Why did the author write this? 	<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> • Locate easy fiction books by alphabetizing to the first letter • Locate topics in the nonfiction section • Understand the difference between fiction and nonfiction • Select books by favourite author • Select just right books • Select resources for personal enjoyment • Engage in opportunities to listen to a variety of genres (stories, poems, folktales) in a variety of formats (teacher read, eAudiobooks, video) • Reading strategies: connecting, visualizing, questioning, inferring • Participate in reader engagement activities such as the Willow Awards 	<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> • Access ideas and facts in all types of resources: fiction books, nonfiction books, magazines, and online resources such as encyclopedias and databases • Become aware of how non-fiction books are shelved, usually by a numbering system such as the Dewey Decimal system • Locate nonfiction books according to interest and need • Be introduced to searching in the online catalogue • Locate books in part of a series • Reading strategies: connecting, visualizing, questioning, inferring, transforming • Participate in reader engagement activities such as the Willow Awards

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Grade 4	Grade 5	Grade 6
<p>Outcome: CR4.4 Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).</p>	<p>Outcome: CR5.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada).</p>	<p>Outcome: CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.</p> <p>Outcome: CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.</p>
<p>Indicator “d”: Read and summarize narrative texts including First Nations and Métis narratives and identify characters’ traits, characters’ changes over time, and the theme.</p> <p>Indicator “e”: Read for information in content area resources and reference materials and recognize the variety of expository text structures including compare-contrast, problem-solution, cause and effect, time sequence, and description.</p> <p>Indicator “h”: Read and use grade four reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) for inquiry and to identify main ideas, details, opinions, and reasons.</p>	<p>Indicator “d”: Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information and ideas accessible and usable.</p> <p>Indicator “f”: Read and use grade-five appropriate informational and reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) to identify main ideas, details, opinions, and reasons.</p> <p>Indicator “h”: Identify, in narrative texts (including First Nations and Métis texts), the main problem or conflict of the plot and the resolution; compare and contrast the actions, motives, and appearances of characters; evaluate the meaning of symbols; and understand that theme refers to the meaning or moral of a work and recognize themes (whether implied or stated directly).</p>	<p>Indicator “c”: Read and comprehend a range of contemporary and traditional texts appropriate to interests and learning needs.</p> <p>Indicator “d”: Read and demonstrate comprehension and interpretation of a range of grade-level-appropriate texts in a variety of genres and from different cultural traditions.</p> <p>Indicator “h”: Analyze and evaluate what is read.</p> <p>Note: Indicators are the same for both outcomes listed above.</p>

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<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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Grade 4	Grade 5	Grade 6
<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?”).
<p>Saskatchewan Ministry of Education. (2010). <i>English language arts 4 (5, 6)</i>. Regina, SK: Author.</p>		
<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> Know the genres of fiction including: Adventure fiction Ghost stories Fantasy fiction Humorous fiction Mystery fiction Graphic novels Historical fiction Animals – fiction Science fiction Sports fiction Realistic fiction Be familiar with all sections of the library Search in the catalogue and retrieve books using their call numbers Reading strategies: connecting, visualizing, questioning, inferring, transforming Create a Works Cited page (author & title) Use nonfiction text features to locate information 	<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> Search in the catalogue to locate a variety of genres including biographies, poetry, plays, and dictionaries Use online tools to assist in the inquiry process Search online generating keywords for search engines Search online using websites, encyclopedias and databases Search in the catalogue to find series Use the links on the library homepage to access online resources Know the elements of a story (character, setting, plot, etc.) for FN, Metis and other texts Move beyond answers to inquiry to further questions and explanations 	<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> Know the genres of fiction from the grade 4 list and additionally: Suspense fiction, War fiction, Horror fiction, Crime fiction Locate and differentiate between magazine articles, journal articles, news reports, and reference book entries Collaborate with ELA teacher on the teacher-guided inquiry report Use online tools to assist in the inquiry process Refine online search skills Use the links on the library homepage to access online resources Know what is and what is not plagiarism Cite from multiple sources Substantiate evidence by using more than one source

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<ul style="list-style-type: none"> • Formulate inquiry questions to lead to research • Participate in reader engagement activities such as the Willow Awards, and rating, reviewing, and recommending books through Destiny 	<ul style="list-style-type: none"> • Use primary, secondary and tertiary sources (1st, 2nd and 3rd hand) such as Elders, field trips, newspapers. • Participate in reader engagement activities such as the Willow Awards, and rating, reviewing, and recommending books through Destiny 	<ul style="list-style-type: none"> • Know the characteristics of a play • Be able to present booktalks • Use the features in the online catalogue to review, rate, and recommend books • Participate in reader engagement activities
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Grade 7	Grade 8	Grade 9
<p>Outcome: CR7.6 Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.</p> <p>Outcome CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.</p>	<p>Outcome: CR8.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.</p> <p>Outcome: CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.</p>	<p>Outcome: CR9.6 Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an insightful interpretation and response.</p> <p>Outcome: CR9.7 Read independently and demonstrate comprehension of a variety of information texts including expository essays, historical accounts, news articles, and scientific writing.</p>
<p>Indicator “b”: Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.</p>	<p>Indicator “b”: Demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, and other oral, print, and electronic media.</p>	<p>Indicator “b”: Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p>

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<p>Indicator “c”: Read to complete inquiry/research using online resources, reference books, periodicals, and pamphlets. Cite sources of information.</p> <p>Indicator “f”: Summarize major ideas presented in printed texts.</p> <p>Note: Indicators are the same for both outcomes listed above.</p>	<p>Indicator “c”: Interpret and report on information obtained from more than one source to inform others.</p> <p>Indicator “d”: Use various forms of note making (e.g., lists, summaries, observations, descriptions) appropriate to purpose and situation.</p> <p>Indicator “i”: Select, independently, texts that address learning needs and interests.</p> <p>Note: Indicators are the same for both outcomes listed above.</p>	<p>Indicator “d”: Identify, analyze, and apply knowledge of the purpose, structure, and elements of non-fiction.</p> <p>Indicator “e”: Analyze and evaluate the ideas presented in texts.</p> <p>Indicator “I”: Select, independently, texts which address learning needs and interests.</p> <p>Note: Indicators are the same for both outcomes listed above.</p>
<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 	<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. 	<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.

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<p>information sources in answering inquiry or research questions.</p> <p>g. Locate information using a search engine.</p> <p>h. Assess the appropriateness of the amount and quality of information collected.</p> <p>i. Recognize and address information gaps for particular audiences and purposes.</p> <p>j. Organize new information to reflect the intended purpose and audience.</p> <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>g. Organize information and ideas in order of priority according to topic and task requirements.</p> <p>h. Make notes in point form, summarizing major ideas and supporting details.</p> <p>i. Sort, organize, classify, and extend data using information technology tools.</p> <p>j. Adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information.</p> <p>k. Document cited resources within presentations and composition.</p> <p>l. 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>g. Use note making to reconstruct knowledge and select strategies appropriate to task.</p> <p>h. Solve problems requiring the sorting, organizing, classifying, and extending of data using information technology tools.</p> <p>i. Integrate relevant information regarding issue and problems from group discussions and interviews.</p> <p>j. Include citations, quotations, and works cited in inquiry presentations.</p> <p>k. Evaluate authority, validity, and reliability of content.</p> <p>l. Document sources of information using standard format (using software to manage and insert references).</p> <p>m. Design a website to communicate and share information with an audience.</p> <p>n. Evaluate own research process.</p> <p>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>
<p>Saskatchewan Ministry of Education. (2008). <i>English language arts 7 (8, 9)</i>. Regina, SK: Author.</p>		
<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> • Collaborate with ELA teacher on the teacher-guided inquiry project • Use the catalogue to locate a variety of fiction and nonfiction texts including short stories, novels, poetry, articles, and reports, reference books, periodicals, and pamphlets in print and digital format 	<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> • Collaborate with ELA teacher on the group inquiry project related to a topic, theme, or issue studied in English language arts • Use the online catalogue and home page of links to locate and access traditional and contemporary prose fiction, poetry, 	<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> • Use the online catalogue and home page of links to locate and access a variety of information texts including expository essays, historical accounts, news articles, and scientific writing. • Use online tools for inquiry and research

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<ul style="list-style-type: none"> • Use online citation generators such as BibMe to cite sources of information • Question the accuracy of sources • Link writing types (expository/persuasive, etc.) with print and digital resources • Participate in reader engagement activities 	<p>and plays from First Nations, Métis, and other cultures and a variety of information texts</p> <ul style="list-style-type: none"> • Use online tools for inquiry and research • Use online citation generators such as BibMe to cite sources of information • Use various methods to determine accuracy of sources ex. multi-sourcing • Participate in reader engagement activities 	<ul style="list-style-type: none"> • Use online citation generators such as BibMe to cite sources of information • Evaluate authority, validity and reliability of sources • Reword search topics to create relevant search terms (ex. use synonyms) • Participate in reader engagement activities
ELA A10	ELA B10	ELA 20
<p>Outcome: CR A10.2 View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program.</p> <p>Indicator “a”: View, interpret, and summarize grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</p> <p>Indicator “f”: Investigate the source of media presentation or production including who made it, why, and for whom it was made.</p>	<p>Outcome: CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.</p> <p>Indicator “a”: View, comprehend, interpret, and summarize grade-appropriate visual and multimedia texts created by First Nations, Métis, Saskatchewan, Canadian, and international developers and artists from various cultural communities that address identity, social responsibility, and personal agency.</p> <p>Indicator “g”: View, interpret, and draw conclusions about the ideas and information presented in a variety of illustrations, maps, charts, graphs, and other visual texts.</p>	<p>Outcome: CR 20.4 Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.</p>
<p>Outcome: CR A10.4 Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.</p>	<p>Outcome: CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries,</p>	<p>Indicator “a”: Read, interpret, and summarize grade-appropriate literary and informational texts that address identity, social responsibility, and social action (agency) by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</p>

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<p>Indicator “g”: Select and read independently for information and enjoyment a wide variety of classical and contemporary literary and informational texts.</p> <p>Indicator “j”: Use available technologies to retrieve, select, and interpret information from a variety of sources.</p>	<p>memoranda, electronic communications) texts.</p> <p>Indicator “e”: Read fluently and independently a wide range of contemporary and historical texts, adapting reading processes and strategies for different purposes (including for information and enjoyment).</p> <p>Indicator “h”: Read about a particular event or issue, using texts from a range of sources, including magazines, newspapers, cartoons, and letters to the editor to identify different points of view or angles.</p>	<p>Indicator “h”: Read, analyze, and compare different points of view from First Nations, Métis, Saskatchewan, Canadian, and international print texts (literary and informational) about the same ideas, themes, and issues.</p>
<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. 	<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. 	<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.

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<ul style="list-style-type: none">• 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).• 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">• 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.	<ul style="list-style-type: none">• 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.• 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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		<ul style="list-style-type: none"> • Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources including information gathered from websites. • 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

<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> • Collaborate with ELA teacher and students as they develop and present a project-based inquiry related to a theme or topic of the course • Use the online catalogue and home page of links to locate and access a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts • Use online tools for inquiry and research • Continue to support the teaching of specific citation/reference skills • Evaluate all types of online sources 	<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> • Collaborate with ELA teacher and students as they develop a project-focused inquiry related to a theme or topic of the course • Use the online catalogue and home page of links to locate and access a variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts. • Use online tools for inquiry and research • Participate in reader engagement activities 	<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> • Collaborate with ELA teacher and students as they conduct and present an extended inquiry/research based on a topic of the course. • Use the online catalogue and home page of links to locate and access a variety of informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) by FN, Metis, SK, Canadian and international authors • Use online tools for inquiry and research • Participate in reader engagement activities
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ELA A30	ELA A30	ELA B30
<p>Outcome: CR A30.4 Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.</p>		<p>Outcome: CR B30.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes.</p>
<p>Indicator “a”: Read, comprehend, and respond to informational and literary texts by First Nations, Métis, Saskatchewan, and Canadian authors, and explain how the texts represent our Canadian literary and cultural heritage. Indicator “i”: Support a position, interpretation, or response by citing specific details, features, and ideas from what was read.</p>		<p>Indicator “a”: Read and interpret a range of literary and informational texts written by international authors including indigenous authors. Indicator “j”: Use note making and outlining to better understand texts.</p>
<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</p>	<p>Indicator “d”: Prepare and write an inquiry/research paper (approximately 1,500</p>	<p>Indicator “e”: Research a global social issue and develop a problem scenario and position paper to teach others about this issue:</p>

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<p>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). • 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, 	<p>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. • Conclude in a logical and interesting way, leaving the reader with something to think about. 	<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. • 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
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<p>relevance, balance of perspectives, and bias.</p> <ul style="list-style-type: none"> 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. 		<p>and competently, and use information accurately and creatively for the issue.</p> <ul style="list-style-type: none"> 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
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Saskatchewan Ministry of Education. (2013). *English language arts 30*. Regina, SK: Author.

<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> Collaborate as students 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 Collaborate as students prepare and write an inquiry/research paper (approximately 1,500 words in length, 5-6 pages typed, double-spaced) Use the online catalogue and home page of links to locate and access a variety of informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors. Use online tools for inquiry and research Reinforce the importance of evaluating online sources 		<p>CONNECTING TO LIBRARY PROGRAMS</p> <ul style="list-style-type: none"> Collaborate as students research a global social issue and develop a problem scenario and position paper to teach others about this issue Use the online catalogue and home page of links to locate and access a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures Use online tools for inquiry and research Reinforce the importance of evaluating online sources
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