

MI'KMAWE'L TAN TELI-KINA'MUEMK: TEACHING ABOUT THE MI'KMAQ

Specific Curriculum Outcome Connections for English Language Arts Netukulimk: Economic, Social, and Political Life Primary to Grade 3

Primary

Students will be expected to:

- 1.1 express feelings and give simple descriptions of past experiences
- 1.4 listen to the ideas and opinions of others
- 2.1 participate in conversation and in small- and whole-group discussion
- 2.2 begin to use gestures and tone to convey meaning
- 3.1 demonstrate that they are becoming aware of social conventions in group work and co-operative play
- 3.2 develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people
- 4.1 regard reading/viewing as sources of interest, enjoyment, and information
- 4.2 understand basic concepts of print including directionality, word, space, letter, and sound
- 5.1 with assistance, interact with a variety of simple texts (e.g., pictures, computer software, video recordings, non-fiction) as well as human and community resources
- 6.1 respond personally to texts in a variety of ways
- 7.3 begin to ask questions of text
- 7.4 begin to develop an understanding and respect for diversity
- 8.1 understand that print carries a message
- 8.2 use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- 9.1 create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
- 10.2 use some conventions of written language
 - use drawings, letters, and approximations to record meaning
 - develop the concept of directionality (left to right; top to bottom)
 - establish one-to-one correspondence between spoken and written words
 - begin to use spacing between words
 - use drawings, letters, and approximations to record meaning
 - develop the concept of directionality (left to right; top to bottom)
 - establish one-to-one correspondence between spoken and written words
 - begin to use spacing between words
 - write complete sentences (although they are not always punctuated correctly with periods)
 - experiment with punctuation (sometimes overgeneralize use of periods—e.g., periods after every word)

- understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately)
- use letters to represent the predominate sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and ending sound)
- begin to spell some words conventionally

Grade 1

Students will be expected to

- 1.1 express thoughts and feelings and describe experiences
- 1.2 ask and respond to questions to clarify information or gather further information
- 1.3 express opinions and give simple explanations for some of their opinions (I like ... because)
- 1.4 listen to others' ideas and opinions
- 2.1 sustain one-to-one conversations and contribute to small- and large-group interactions
- 2.2 use intonation, facial expressions, and gestures to communicate ideas and feelings
- 2.4 engage in informal oral presentations and respond to a variety of oral presentations and other texts
- 3.1 demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- 3.2 recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- 4.1 regard reading/viewing as sources of interest, enjoyment, and information
- 4.2 expand their understanding of concepts of print
 - punctuation in text serves a purpose
 - upper- and lower-case letters have specific forms and functions (first word in sentences and proper names)
- 4.5 use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct
 - predict on the basis of what makes sense, what sounds right, and what the print suggests
 - make meaningful substitutions
 - attempt to self-correct predictions that interfere with meaning
- 4.6 use a variety of strategies to create meaning
 - identify main idea
 - predict content using text information along with personal knowledge and experiences
 - make inferences by drawing on their own experiences and clues in the text
 - identify character traits from contextual clues
 - make connections between texts, noticing similarities in characters, events, illustrations, and language
 - follow written directions
- 5.1 engage in research process with assistance
 - generate questions to guide research
 - locate appropriate information with assistance (classroom, library, home, community)
 - interact with the information
- 6.1 make personal connections to text and share their responses in a variety of ways
- 6.2 express and begin to support opinions about texts and the work of authors and illustrators

- 7.2 respond critically to texts
 - formulate questions as well as understandings
 - develop an understanding and respect for diversity
- 8.1 use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- 8.2 begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)
- 8.3 begin to experiment with language choices in imaginative writing and other ways of representing
- 9.1 use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)
- 10.1 develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
 - use prewriting strategies, such as drawing, talking, and reflecting
 - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
 - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
 - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation—capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
 - use a variety of techniques for publishing/presenting sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- 10.2 use some conventions of written language
 - use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun “I,” and sentence beginnings
- 10.3 demonstrate engagement with the creation of pieces of writing and other representations
 - engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.)
 - share writing and other representations with others and seek response
- 10.4 with assistance, experiment with technology in writing and other forms of representing
 - create illustrations/drawings with a computer graphics/drawing program

- compose simple text (and begin to revise and edit) with a word processing program
- share writing/representations on-line

Grade 2

Students will be expected to

- 1.1 describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
- 1.2 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- 1.3 express and explain opinions and respond to the questions and reactions of others
- 1.4 listen critically to others' ideas and opinions

- 2.1 participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
- 2.2 adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions
- 2.4 engage in and respond to a variety of oral presentations and other texts

- 3.1 use basic courtesies and conventions of conversation in group work and co-operative play
- 3.2 identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
- 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

- 4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- 4.2 read widely and experience a variety of children's literature
- 4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
- 4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
 - predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
 - monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were "fire" would it have a "t" at the end?)
 - use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)
 - read silently, vocalizing only when a major problem with word recognition or meaning occurs
 - visually survey the text when reading and abandon finger pointing unless a problem occurs
 - word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication
 - use blending as one strategy for decoding words
 - recognize a wide variety of sight words
 - use a dictionary
 - identify main idea and supporting details of a text
 - identify principles of order in text (time, cause and effect, space)

- interpret figurative language
 - use clues from the text and personal experiences to gain an understanding of character
 - recognize different emotions and empathize with literary characters
 - recognize the elements of a story or plot
 - use prereading/previewing strategies, such as
 - > predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
 - > making connections between what they read and their own experiences and knowledge
 - > setting their own purposes for reading/viewing
 - > asking themselves questions about what they want to find out
 - use during reading/viewing strategies, such as
 - > verifying and adjusting predictions/making further predictions
 - > making connections between what they read and their own experiences and knowledge
 - > visualizing characters, settings, and situations (making pictures in their minds)
 - use after-reading/viewing strategies such as
 - > reflecting about the text
 - > responding to the text (through talking, writing, or some other means of representation)
 - > asking questions about the text
- 5.1 answer, with assistance, their own questions and those of others by seeking information from a variety of texts
- identify their own personal and learning needs for information
 - generate their own questions as a guide for research
 - use a range of print and non-print materials to meet their needs
 - use basic reference materials and a database or electronic search
 - reflect on their own research process
- 6.1 make personal connections to texts and describe, share, and discuss their reactions and emotions
- 6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions
- 7.1 question information presented in print and visual texts
- use a personal knowledge base as a frame of reference
- 7.2 identify some different types of print and media texts
- recognize some of their language conventions and text characteristics
 - recognize that these conventions and characteristics help them understand what they read and view
- 7.3 respond critically to texts
- formulate questions as well as understandings
 - identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed
 - discuss the text from the perspective of their own realities and experiences
 - identify instances of prejudice, bias, and stereotyping
- 8.1 use writing and other forms of representation to
- formulate questions
 - generate and organize language and ideas
 - discover and express personal attitudes and opinions
 - express feelings and imaginative ideas
 - record experiences

- explore how and what they learn
- 8.2 explore, with assistance, ways for making their own notes
- 8.3 experiment with language choices in imaginative writing and other ways of representing
- 9.1 create written and media texts using a variety of forms
 - experiment with a combination of writing with other media to increase the impact of their presentations
- 9.2 demonstrate some awareness of purpose and audience
 - make choices about form for a specific purpose/audience
 - realize that work to be shared with an audience needs editing
- 9.3 consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning
- 10.1 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
 - use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
 - use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose)
 - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)
 - use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)
 - use appropriate techniques for publishing/presenting (e.g., a word processor to publish; illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing on-line; submitting work to school/district newsletter)
- 10.2 use some conventions of written language
 - punctuation and capitalization
 - > use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
 - > use periods at the ends of sentences and for abbreviations
 - > use commas in a series and in dates
 - > use apostrophes for possessives and contractions
 - > use question marks, exclamation marks, and quotation marks
 - language structure
 - > make subjects and verbs agree
 - > begin to use simple paragraphing
 - > use a variety of simple and more complex sentence structures
 - > use pronouns appropriately
 - spelling
 - > use meaning and syntax patterns as well as sound cues
 - > use a range of spelling strategies
 - > spell many words conventionally
 - > use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)
- 10.3 demonstrate engagement with the creation of pieces of writing and other representation
 - engage in writing/representing activities for sustained periods of time

- work willingly on revising and editing for an audience
 - demonstrate pride and sense of ownership in writing/representing efforts
- 10.4 experiment with technology in writing and other forms of representing
- use an audio recorder to record dramatic presentations, readings of published work, and retellings
 - use a simple word processing program to draft, revise, edit, and publish
 - use a drawing program (computer software)
 - with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy)
 - with assistance use the Internet to communicate

Grade 3

Students will be expected to

- 1.1 describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
 - 1.2 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
 - 1.3 express and explain opinions and respond to the questions and reactions of others
 - 1.4 listen critically to others' ideas and opinions
-
- 2.1 participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
 - 2.2 adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
 - 2.3 give and follow instructions and respond to questions and directions
 - 2.4 engage in and respond to a variety of oral presentations and other texts
- 3.1 use basic courtesies and conventions of conversation in group work and co-operative play
 - 3.2 identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
 - 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations
- 4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
 - 4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
 - predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
 - monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were "fire" would it have a "t" at the end?)
 - use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)
 - read silently, vocalizing only when a major problem with word recognition or meaning occurs
 - visually survey the text when reading and abandon finger pointing unless a problem occurs
 - word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication
 - use blending as one strategy for decoding words

- recognize a wide variety of sight words
 - use a dictionary
 - identify main idea and supporting details of a text
 - identify principles of order in text (time, cause and effect, space)
 - interpret figurative language
 - use clues from the text and personal experiences to gain an understanding of character
 - recognize different emotions and empathize with literary characters
 - recognize the elements of a story or plot
 - use prereading/previewing strategies, such as
 - > predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
 - > making connections between what they read and their own experiences and knowledge
 - > setting their own purposes for reading/viewing
 - > asking themselves questions about what they want to find out
 - use during reading/viewing strategies, such as
 - > verifying and adjusting predictions/making further predictions
 - > making connections between what they read and their own experiences and knowledge
 - > visualizing characters, settings, and situations (making pictures in their minds)
 - use after-reading/viewing strategies such as
 - > reflecting about the text
 - > responding to the text (through talking, writing, or some other means of representation)
 - > asking questions about the text
- 5.1 answer, with assistance, their own questions and those of others by seeking information from a variety of texts
- identify their own personal and learning needs for information
 - generate their own questions as a guide for research
 - use a range of print and non-print materials to meet their needs
 - use basic reference materials and a database or electronic search
 - reflect on their own research process
- 6.1 make personal connections to texts and describe, share, and discuss their reactions and emotions
- 6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions
- 7.1 question information presented in print and visual texts
- use a personal knowledge base as a frame of reference
- 7.2 identify some different types of print and media texts
- recognize some of their language conventions and text characteristics
 - recognize that these conventions and characteristics help them understand what they read and view
- 7.3 respond critically to texts
- formulate questions as well as understandings
 - identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed
 - discuss the text from the perspective of their own realities and experiences
 - identify instances of prejudice, bias, and stereotyping
- 8.1 use writing and other forms of representation to
- formulate questions

- generate and organize language and ideas
- discover and express personal attitudes and opinions
- express feelings and imaginative ideas
- record experiences
- explore how and what they learn
- 8.2 explore, with assistance, ways for making their own notes
- 8.3 experiment with language choices in imaginative writing and other ways of representing
- 9.1 create written and media texts using a variety of forms
 - experiment with a combination of writing with other media to increase the impact of their presentations
- 9.2 demonstrate some awareness of purpose and audience
 - make choices about form for a specific purpose/audience
 - realize that work to be shared with an audience needs editing
- 9.3 consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning
- 10.1 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
 - use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
 - use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose)
 - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)
 - use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)
 - use appropriate techniques for publishing/presenting (e.g., a word processor to publish; illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing on-line; submitting work to school/district newsletter)
- 10.2 use some conventions of written language
 - punctuation and capitalization
 - > use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
 - > use periods at the ends of sentences and for abbreviations
 - > use commas in a series and in dates
 - > use apostrophes for possessives and contractions
 - > use question marks, exclamation marks, and quotation marks
 - language structure
 - > make subjects and verbs agree
 - > use a variety of simple and more complex sentence structures
 - > use pronouns appropriately
 - spelling
 - > use meaning and syntax patterns as well as sound cues
 - > use a range of spelling strategies
 - > spell many words conventionally

- > use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)