

APPENDICES

GRADE

4

Skills Assessment

Appendix A

GRADE

4

A.1.1 – Active Listening



Skills

- | | |
|---------|---|
| 4-S-102 | Interact fairly and respectfully with others. |
| 4-S-400 | Listen actively to others to understand their perspectives. |

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective learners. Information on specific active listening strategies is found on page 8 of “Strategies That Make a Difference” (Manitoba Education and Training, 1996a).

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does an active listener look/sound like?*
- Recording focused observations to monitor student growth over time as well as determine which students need differentiation
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 54: Assessing Active Listening

Success for All Learners

- P. 6.11: SLANT; HASTE; SWIM

A.2.1 – Brainstorming



Skills

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
4-S-102	Interact fairly and respectfully with others.
4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.

Brainstorming is an individual, small-group, or large-group strategy that encourages students to focus on a topic and contribute to a free flow of ideas to explore what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize their validity or appropriateness. Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. This allows individuals to piggyback on the ideas of others, and to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgment, and openness to new ideas.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Recording focused observations to determine prior knowledge, gaps, and starting points for instruction
- Adding on to the initial brainstorm using a different-colour marker/font to show growth over time
- Orally guiding/facilitating reflection on *What do we/I notice about our/my thinking; Evidence of our/my thinking is...*, using a Y-chart or journals



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

A.3.1 – Discussion



Skills

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
4-S-102	Interact fairly and respectfully with others.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary the setting of discussions to include both large- and small-group activities to encourage participation by all students. In the exchange of ideas that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a discussion group member look/sound like?*
- Recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 60: Group Discussion—Observation Checklist

A.3.2 – Sharing Personal Experiences



Skills

- | | |
|---------|---|
| 4-S-102 | Interact fairly and respectfully with others. |
| 4-S-401 | Use language that is respectful of human diversity. |

Opportunities to share personal experiences allow students to develop confidence in communicating familiar events or experiences. This develops oral communication skills and allows students to connect experiences outside the school with learning in the classroom. Peers develop active listening skills as classmates learn to express their thoughts and ideas in an organized way. Encourage students to use W-5 questions (Who? What? Where? When? Why?) to communicate the personal experiences they are sharing.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a discussion group member look/sound like?*
- Recording focused observations to determine oral communication skills, connections, or organization of thoughts and ideas
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.3.3. – Relating Events



Skills

- | | |
|---------|---|
| 4-S-202 | Use appropriate terms or expressions to describe periods of time. |
| 4-S-401 | Use language that is respectful of human diversity. |

Students may relate events orally, graphically, or through written text. Relating events provides students with opportunities in sequencing, identifying relationships or patterns between/among details, and chronologically retelling familiar events or experiences. Model various ways of sorting and organizing information and provide frequent opportunities for students to talk about the procedures they use to organize information. Provide direct instruction in the use of signal words (i.e., first, second, third, last, at the beginning, at the end, next, then, after, finally, at the same time). Observe students' skills in identifying patterns and relationships among ideas and information.

Think about...

- Modelling and guiding *Relating Events* through literature and think-alouds
- Recording focused observations to determine skills in sequencing and identifying relationships
- Offering descriptive feedback



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 62: Story Map—B
- P. 211: Storyboards
- P. 212: Story Vines

A.4.1 – Collaborative Learning



Skills

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
4-S-101	Resolve conflicts peacefully and fairly.
4-S-102	Interact fairly and respectfully with others.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.

Collaborative learning provides students with opportunities to work together to accomplish shared goals. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative groupings allows students to gain expertise in various roles (e.g., leader, recorder, reporter, timekeeper...) and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a quality collaborative group/group member look/sound like?*
- Offering descriptive feedback
- Recording focused observations to assess group process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Co-operative Task

A.5.1 – Using Graphic Organizers



Skills

4-S-201 Organize and record information in a variety of formats and reference sources appropriately.

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, and representing texts. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information...), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate.

Think about...

- Teaching and modelling the use of one graphic organizer at a time (Note: It takes approximately 6-8 weeks for students to internalize and apply a new strategy independently.)
- Offering descriptive feedback
- Recording focused observations on students' independent choice of, or creation of, graphic organizers to organize thoughts and ideas
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Graphic organizers help me...because ...; Evidence of this is...*)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

INQUIRY PROCESS**A.6.1 – Sorting and Classifying****Skills**

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.

Sorting and classifying helps students make sense of new information. It also helps teachers and students identify student prior knowledge as they make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about...

- Teaching, modelling, and guiding the process of sorting and classifying
- Recording focused observations to determine sorting skills used to identify unique characteristics within a set
- Recording focused observations on students' classifying skills
- Recording focused observations on students' development to compare and contrast
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *When we/I sort and predict; We/I think about...because...*)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 64: Venn Diagram

Success for All Learners

- P. 6.100: Sort and Predict Frame
- P. 6.103: Compare and Contrast Frame

A.6.2 – Generating Questions



Skills

- | | |
|---------|---|
| 4-S-200 | Select information from oral, visual, material, print, or electronic sources. |
| 4-S-300 | Formulate questions for research. |

Generating their own questions provides students with opportunities to focus and plan their inquiry and identify purposes in their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using “Think-Alouds” (“Strategies That Make a Difference,” Manitoba Education and Training, 1996a, p. 288).

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What do quality questions look/sound like?*
- Recording focused observations on students’ growing competence in asking initial and guiding questions
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.6.3 – KWL**Skills**

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-400	Listen actively to others to understand their perspectives.
4-S-300	Formulate questions for research.
4-S-302	Draw conclusions based on information and evidence.
4-S-402	Support their ideas and opinions with information or observations.

The acronym KWL stands for what I **K**now, what I **W**ant to know, and what I have **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL is revisited throughout the learning process and provides opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use. Younger students may use illustrations to construct a class KWL or a KWL wall.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Recording focused observations to determine prior knowledge, gaps, curiosity, and starting points for instruction
- Adding on to the KWL chart using different-colour markers/fonts to show thinking and learning over time (Note: This is an obvious strategy for learners to observe their growth in questioning and reflecting skills over time.)
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Our/my thinking today is... because...*)
- Adding a KWL chart to the learners' portfolios as evidence of growth in thinking over time

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A.6.3 – KWL (continued)**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

Success for All Learners

- P. 6.94: KWL Plus
- P. 6.95: Knowledge Chart

A.6.4 – Preparing and Conducting Interviews



Skills

4-S-102	Interact fairly and respectfully with others.
4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-300	Formulate questions for research.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.

Interviews provide students with opportunities to collect and record information from a primary source and create avenues to authentic world expertise and experiences. After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories), students identify appropriate candidates to interview and formulate questions that will elicit needed information during the interview. Questions should be clear and open-ended, and may include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning and recording information in mock interviews. Following the interview, students reflect on the information and process, and send thank-you acknowledgments to the interview subjects.

Think about...

- Focusing assessment on a manageable number of students/outcomes—keeping the end in mind
- Constructing student-generated criteria for *What does a quality interview look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

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A.6.4 – Preparing and Conducting Interviews *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.6.5 – Field Trips



Skills

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
4-S-102	Interact fairly and respectfully with others.
4-S-103	Make decisions that reflect care, concern, and responsibility for the environment.
4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-302	Draw conclusions based on information and evidence.
4-S-305	Observe and analyze material or visual evidence for research.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Learning experiences that take students outside the classroom are more motivating and have a greater impact than activities that simulate the wider world. Capitalizing on community resources promotes knowledge and understanding of the broader environment and allows students to learn from the resources and expertise that are available in the community at large. Students gain authentic experience when they are involved in planning the purpose and logistics of the field trip. Teachers gain valuable insights into their students as they observe their interactions outside the classroom.

Think about...

- Engaging students in planning a field trip based on primary inquiry questions or the “W” in a KWL strategy
- Constructing student-generated criteria for *What does a quality field trip look/sound like?*
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals to assess the outcomes of the field trip
- Recording focused observations to facilitate student inquiry (Note: Watch for individual student curiosity, expertise, interest, and so on.)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

Success for All Learners

- P. 9.5: Teacher’s Planning Sheet for Learning Experiences Outside the Classroom

A.6.6 – Collecting and Observing Pictures



Skills

- | | |
|---------|---|
| 4-S-302 | Draw conclusions based on information and evidence. |
| 4-S-305 | Observe and analyze material or visual evidence for research. |

Finding and observing pictures related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Pictures may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the pictures are intended to represent (e.g., landforms, daily life, Canadian symbols...), students may browse a predetermined set of pictures or search for pictures matching the criteria. Encourage students to share thoughts and feelings evoked by the pictures they observe.

Think about...

- Connecting pictures to the topic/theme
- Asking new questions related to the inquiry
- Gathering information from the pictures
- Using the information in acquiring and applying new learning and understandings



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 6: Daily Observation Form

Success for All Learners

- P. 6.100: Sort and Predict Frame

A.6.7 – Viewing Video/Media



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-402	Support their ideas and opinions with information or observations.
4-S-304	Distinguish fact from opinion.
4-S-305	Observe and analyze material or visual evidence for research.

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.

Consider the following strategies before, during, and after viewing

Before viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with “story mapping”—predicting what the video might be about.
- Have students create questions about what they are wondering, or provide “focus questions” (i.e., informational questions, intuitive/interpretive questions...).

During viewing

- Silent viewing: Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions...), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- Sound only: Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects...), and then review the segment with video. Discuss how perceptions changed with the video.
- Jigsaw: One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the “listeners,” sits with their backs to the screen while the other half of the class, the “viewers,” faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners’ questions.
- Freeze frame: PAUSE to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

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A.6.7 – Viewing Video/Media *(continued)***After viewing**

- Students may ask new questions (*e.g., Some of my questions that were answered were...; Now, I know/wonder...*).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Represent their new learning, or add new information to their inquiry journal or notebook.

Think about...

- Reflecting on the purpose for viewing the video
- Observing for new or extending understanding of concept, topic/theme
- Observing for gaps in students' understanding
- Recording focused observations to facilitate further student inquiry (Note: Watch for individuals' curiosities, new questions, expertise....)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form
- BLM 6: Daily Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 73: A Viewer's Discussion Guide

Success for All Learners

- P. 6.102: Look It Over

SOCIAL STUDIES**A.7.1 – Creating Maps****Skills**

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-205	Construct maps that include a title, legend, compass rose, and grid.
4-S-206	Interpret maps that include a title, legend, compass rose, and grid.
4-S-302	Draw conclusions based on information and evidence.
4-S-207	Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
4-S-305	Observe and analyze material or visual evidence for research.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood...) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude...). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps in their daily work (e.g., journals, stories, research...).

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

(continued)

A.7.1 – Creating Maps *(continued)*

Think about...

- Observing for students' map-reading, interpreting, and creating skills
- Constructing student-generated criteria for *What does a quality map look like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding drawn/created maps and reflections to the learners' portfolios as evidence of understanding of mapping skills

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 6: Daily Observation Form

A.7.2 – Using/Interpreting Maps



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-206	Interpret maps that include a title, legend, compass rose, and grid.
4-S-207	Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
4-S-302	Draw conclusions based on information and evidence.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale...). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about...

- Teaching, modelling, and guiding map reading/interpreting skills
- Observing students' knowledge and skills in reading, interpreting, and creating a variety of maps to plan for differentiation
- Observing students' skills in connecting information from maps to other concepts
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about maps/mapping...; For example...*)
- Adding a drawn/created map and reflection to the learners' portfolios as evidence of understanding of mapping skills



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

A.7.3 – Interpreting Timelines

Appendix A – Skills Assessment

**Skills**

4-S-305	Observe and analyze material or visual evidence for research.
4-S-302	Draw conclusions based on information and evidence.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-202	Use appropriate terms or expressions to describe periods of time.
4-S-303	Evaluate personal assumptions based on new information and ideas.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about...

- Teaching, modelling, and guiding interpretation and creation of timelines
- Observing students' knowledge and skills in organizing events chronologically, creating timelines and using information from timelines to plan for differentiation
- Observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about timelines...*; *Evidence of my learning is...*)
- Adding a created timeline and reflection to the learners' portfolios as evidence of understanding of historical periods

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

A.7.4 – Creating Timelines



Skills

4-S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-202	Use appropriate terms or expressions to describe periods of time.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process (e.g., in Grade 4: throughout Cluster 4, History of Manitoba; in Grades 5, 6, 8, and Senior 3: throughout the entire year). Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, younger students might simply label and illustrate events on a timeline that already has periods of time indicated. Older students, using mathematical skills, could determine and mark time periods before labelling and illustrating events.

Think about...

- Constructing student-generated criteria for *What does a quality timeline look like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a timeline and reflection to the learners' portfolios as evidence of growth and understanding of timelines

(continued)

A.7.4 – Creating Timelines (*continued*)**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.7.5 – Social Action**Skills**

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.
4-S-102	Interact fairly and respectfully with others.
4-S-103	Make decisions that reflect care, concern, and responsibility for the environment.
4-S-104	Negotiate constructively with others to build consensus.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-301	Consider advantages and disadvantages of solutions to a problem.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-400	Listen actively to others to understand their perspectives.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, *and if they are truly empowered to be active and responsible citizens*, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own, or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

(continued)

A.7.5 – Social Action (*continued*)

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about...

- Setting classroom goals for developing action plans and becoming active responsible citizens
- Constructing student-generated criteria for *What does a democratic classroom/an active responsible citizen look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine teaching points
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding an account and/or images of evidence of social actions to the students' portfolios



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 93: Goal Setting

A.8.1 – Content Reading



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Thus, teachers have an opportunity to extend reading instruction beyond the literacy workshop, and to offer learners another opportunity to practise and make connections to reading comprehension strategies in the content areas or inquiry workshop. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, songs, poetry, media texts, vignettes, textbooks...).

Competent readers use reading comprehension strategies independently *before*, *during*, and *after* reading. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about...

- Using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- Modelling *before*, *during*, and *after* reading comprehension strategies
- Monitoring students' choices of texts for seeking information
- Observing comprehension strategies (e.g., predicting, questioning, imaging, self monitoring, re-reading, re-telling, summarizing, inferring, skimming and scanning...)
- Recording focused observations to determine students' ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions...) and text structures/features (compare and contrast, sequential, description, cause and effect...)

(continued)

A.8.1 – Content Reading *(continued)*



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 4: Observation Checklist for Skimming and Scanning
- BLM 5: Observation Checklist for Skimming and Scanning Skills
- BLM 6: Comprehension Focus: Before, During, and After Reading
- BLM 8: Reading Strategies: Student Monitoring Sheet
- BLM 12: How to Find the Main Idea of a Paragraph
- BLM 14: Previewing Questions
- BLM 15: Skimming
- BLM 16: Reading Strategies: Self-Check
- BLM 74: Before-During-After Map
- BLM 75: Retelling

Success for All Learners

- P. 6.103: Compare and Contrast Frame
- P. 6.104: Concept Relationship Frame
- P. 6.111: Concept Frame
- P. 6.112: Concept Overview
- P. 6.113: Frayer Plus Concept Builder
- P. 6.114: Fact-Based Article Analysis
- P. 6.115: Issue-Based Article Analysis
- P. 6.116: Reading from Another Point of View

A.9.1 – Journals



Skills

4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-401	Use language that is respectful of human diversity.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on personal and emotional reactions. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and may be specifically devoted to response and used across curriculum areas.

Think about...

- Guiding/facilitating reflection orally and with a Y-chart before introducing independent journal writing
- Constructing student-generated criteria for *What does quality reflective journal writing look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Adding reflections to the learners' portfolios as evidence of growth in metacognitive thinking over time
- Assessing the journal for growth over time and/or for summative purposes



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 11: Record-Keeping Form

A.9.2 – Exit Slip



Skills

- | | |
|---------|---|
| 4-S-302 | Draw conclusions based on information and evidence. |
| 4-S-303 | Evaluate personal assumptions based on new information and ideas. |

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., *Today I learned...*; *I am still confused about...*; *I would like to know more about...*; *A question I have is...*), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about...

- Observing students' perceived strengths and areas for further learning
- Observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 6: Daily Observation Form

Success for All Learners

- P. 6.61: Admit and Exit Slips

A.9.3 – RAFT**Skills**

4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a **R**ole other than themselves (e.g., animal, historical figure, comic book character...). They choose an **A**udience (e.g., a person living in another time or place, a corporation, an inanimate object...). They select a **F**ormat (e.g., poem, letter, journal...) for their writing. They also choose a **T**opic (e.g., plea, persuasion, demand, excuse...) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. A RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about...

- Sharing and reflecting on examples of point-of-view genre in literature
- Modelling, guiding, and offering time to practise RAFT
- Constructing student-generated criteria for *What does a quality written point of view (RAFT strategy) look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality written point of view (RAFT strategy) to the learners' portfolios as evidence of learning

(continued)

A.9.3 – RAFT (continued)**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 71: Point of View

Success for All Learners

- P. 6.116: Reading from Another Point of View

A.9.4 – Persuasive Writing



Skills

4-S-301	Consider advantages and disadvantages of solutions to a problem.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about...

- Sharing and reflecting on examples of persuasive writing
- Modelling, guiding, and offering time to practise persuasive writing
- Constructing student-generated criteria for *What does quality persuasive writing look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality piece of persuasive writing to the learners' portfolios as evidence of understanding and organizational skills



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.9.5 – Creating Plans/Outlines

Appendix A – Skills Assessment

**Skills**

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- 44-S-201 Organize and record information in a variety of formats and reference sources appropriately.
-
- 4-S-300 Formulate questions for research.
-

Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about...

- Focusing assessment on a manageable number of learning outcomes/students
- Teaching, modelling, and guiding the creation of plans/outlines
- Constructing student-generated criteria for *What does a quality plan look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' revisions to the plan throughout the inquiry
- Orally guiding/facilitating reflection on planning, using a Y-chart or journals

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

A.9.6 – Recording Information



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-303	Evaluate personal assumptions based on new information and ideas.

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and “Strategies That Make a Difference” (Manitoba Education and Training, 1996a, pp. 59–64 and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about...

- Teaching and modelling one strategy at a time for recording information (Note: It takes learners approximately six to eight weeks to internalize a strategy and to apply it independently.)
- Constructing student-generated criteria for *What does a quality Slim Jim look like?*
- Recording focused observations to determine which students need differentiation and scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students’ choices of strategies for recording information
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 8: Evidence of Learning

(continued)

A.9.6 – Recording Information *(continued)*

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- P. 59: Pyramid Diagram
- Pp. 76–77: The Big Six assignment organizer
- BLM 45: Checklist to Assess Student’s Ability to Select and Process Information
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

Success for All Learners

- P. 6.97: Listen–Draw–Pair–Share
- P. 6.101: Three-Point Approach for Words and Concepts
- P. 6.102: Look It Over
- P. 6.108: Do Your LAPS
- P. 6.114: Fact-Based Article Analysis
- P. 6.115: Issue-Based Article Analysis

A.10.1 – Presentations/Representations and Drama/Role-Play, Song/Rap, Video, Collage/Diorama/Art



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Presentations provide opportunities for students to synthesize new knowledge and share their understandings. Presentations allow students to creatively express their understandings through a variety of intelligences (Multiple Intelligences), and may include visual displays, art, drama, music, video, reenactments, or simulations. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will effectively communicate new information to their intended audience.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality presentation/representation look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the process
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.11.1 – Print and Electronic Research



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-300	Formulate questions for research.
4-S-301	Consider advantages and disadvantages of solutions to a problem.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.
4-S-305	Observe and analyze material or visual evidence for research.

Print and electronic research facilitates the inquiry process as students acquire new information, knowledge, and understandings. The focus of the inquiry is often guided by knowledge learning outcomes in social studies. As they plan their research, guide students through the following stages in the inquiry process: choose a theme or topic; identify and record prior knowledge; ask initial questions; explore and select primary and secondary sources; and plan for inquiry. As students are engaged in research, observe and offer guidance as they gather, process, and record information and focus their inquiry. To help students experience success in their research, guide them to continually assess how they will express their learning (i.e., keep the end in mind).

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality inquiry look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the inquiry process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

(continued)

A.11.1 – Print and Electronic Research *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.11.2 – Using Graphics Software



Skills

-
- | | |
|---------|--|
| 4-S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| 4-S-403 | Present information and ideas orally, visually, concretely, or electronically. |
-

Students may use graphics software to illustrate and label the concepts and ideas they explore. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software...) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about...

- Focusing assessment on the communication of concepts and ideas in the images created
- Constructing student-generated criteria for *What do quality illustrations/diagrams look like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.11.3 – Email**Skills**

4-S-102	Interact fairly and respectfully with others.
4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-300	Formulate questions for research.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.
4-S-304	Distinguish fact from opinion.
4-S-401	Use language that is respectful of human diversity.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve each purpose, ensuring that students use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they don't know.

Think about...

- Modelling appropriate Internet behaviours
- Focusing assessment on the clarity of student communication and the match of style and tone with purpose
- Constructing student-generated criteria for *What does a quality Internet communication look/sound like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.11.4 – Desktop Publishing



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Desktop publishing includes text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about...

- Focusing assessment on the structure, organization, content choices, and whether the final product communicates the purpose effectively
- Constructing student-generated criteria for *What does a quality brochure look like?*
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.11.5 – Word Processing



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-303	Evaluate personal assumptions based on new information and ideas.

Word processing supports students through the writing process and encourages them to revise initial drafts and organize their writing to best represent current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options...). Encourage students to save copies of their files as they work through the editing and revision process as evidence of their growth and improvement in the writing process.

Think about...

- Modelling and guiding the development of word-processing skills and strategies
- Recording focused observations to determine skills in organizing information and ideas, revising and editing, and saving copies of files
- Offering descriptive feedback
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

A.11.6 – Concept Mapping



Skills

- | | |
|---------|--|
| 4-S-201 | Organize and record information in a variety of formats and reference sources appropriately. |
| 4-S-203 | Select and use appropriate tools and technologies to accomplish tasks. |

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and stimulate creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (activating), gathering information (acquiring), or displaying new understanding (applying).

Think about...

- Teaching and modelling concept mapping
- Constructing student-generated criteria for *What does a quality concept map look like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.11.7 – Multimedia Presentations (Web Page/Powerpoint)



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Multimedia presentations provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and links to further information supporting their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will communicate new information effectively to their intended audience.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality multimedia presentation look/sound like?*
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.11.8 – Creating Animations

Appendix A – Skills Assessment

**Skills**

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-401	Use language that is respectful of human diversity.
4-S-402	Support their ideas and opinions with information or observations.
4-S-403	Present information and ideas orally, visually, concretely, or electronically.

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships. In creating animations, students develop skills in sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for some students to demonstrate their learning.

Think about...

- Focusing assessment on how the animation creatively communicates the concept or idea
- Constructing student-generated criteria for *What does quality animation look/sound like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

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- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

A.11.9 – Using Software



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore “what-if” scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can “learn by doing.”

Think about...

- Focusing assessment on students’ skills in exploring concepts and ideas with simulations and/or animations
- Offering descriptive feedback on students’ explorations, deepening understandings and testing of hypotheses
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Using software helps me...*)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

A.11.10 – Using Spreadsheets/Databases



Skills

4-S-200	Select information from oral, visual, material, print, or electronic sources.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.
4-S-302	Draw conclusions based on information and evidence.
4-S-303	Evaluate personal assumptions based on new information and ideas.

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate the acquisition of spreadsheet and database skills with social studies. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions...). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their social studies investigations.

Think about...

- Modelling and guiding the use of spreadsheets/databases
- Focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- Recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- Offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

