

Jump to Province's Outcomes:

[BC](#)

[AB](#)

[SK](#)

[MB](#)

[ON](#)

[NV](#) [NT](#)

[QC](#)

[NB](#)

[NS](#)

[PEI](#)

[NL](#)

[YK](#) [Common Core - USA](#)

Note: All curricula outcomes listed are direct quotes

		IS-21														ePEARL							
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
British Columbia																							
In grades 4-7, students: - apply problem-solving skills to meet an information need	Introduction to Information Technology K to 7 (1996)				x	x	x	x										x	x	x	/	/	/
It is expected that students will: apply predetermined search criteria to locate and retrieve information using information technology tools	Introduction to Information Technology K to 7 (1996). Grade 7 Process				x	x	x	x	x							/	x	x	x				
In grades 4-7, students: - Use a variety of information technology tools, applications, and production processes	Introduction to Information Technology K to 7 (1996)							x						x	x	x		x	x	x			

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
It is expected that students will: access on-line resources using telecommunications tools (gr. 5) ... access information using a variety of on-line information tools (gr. 6)	Introduction to Information Technology K to 7 (1996). Grade 5 & 6 Foundations						x	x	x					/							x	x	
It is expected that students will: demonstrate an understanding of how and why information is organized	Introduction to Information Technology K to 7 (1996). Grade 6 Process						/	/	/						x				x				/
Collecting: - Selects appropriate technology tools - Uses search engines independently - Gathers information from various sources	Quick Scale: ICT Integration Grades 5 to 10: Fully Meets Expectations							x	x	x					x			x	x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
It is expected that students will: gather information from available resources to solve problems using information technology tools (gr.6)... solve problems using information technology tools and resources (gr.7)	Introduction to Information Technology K to 7 (1996). Grade 6 & 7 Process							x	x			x						x	x				
It is expected that students will: collect and record information electronically using primary and secondary sources of information	Introduction to Information Technology K to 7 (1996). Grade 5 Process								x				x							x			
It is expected that students will: select and apply information technology tools for specific tasks	Introduction to Information Technology K to 7 (1996). Grade 6 Process						x	x	x		x	x		x		x		x	x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning					Searching			Using			Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
It is expected that students will: evaluate information retrieved from electronic sources	Introduction to Information Technology K to 7 (1996). Grade 5 Process									x						x		x	x					x
It is expected that students will: demonstrate an appreciation of the need for consistency in data entry	Introduction to Information Technology K to 7 (1996). Grade 5 Process									/														
It is expected that students will: demonstrate an awareness that all information is biased	Introduction to Information Technology K to 7 (1996). Grade 6 Process									3						3								3

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
It is expected that students will: use a variety of information technology tools to create, modify, explore, and present electronic documents that express ideas or concepts	Introduction to Information Technology K to 7 (1996). Grade 6 Process									x	x	x		x										
It is expected that students will: analyze information from a variety of electronic sources	Introduction to Information Technology K to 7 (1996). Grade 7 Process									x	x	x				x		x	x					
Organizing: - Sorts and groups information logically	Quick Scale: ICT Integration Grades 5 to 10: Fully Meets Expectations											x						x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Interpreting and Analyzing: - Uses technology to reorganize and revise information - Develops ideas; demonstrates connections among ideas; and shows relative importance	Quick Scale: ICT Integration Grades 5 to 10: <i>Fully Meets Expectations</i>			x							x							x					
It is expected that students will: draw conclusions from information retrieved from electronic and other sources	Introduction to Information Technology K to 7 (1996). Grade 5 Process										x						x	x					
It is expected that students will: synthesize information from a variety of electronic sources for their presentations	Introduction to Information Technology K to 7 (1996). Grade 7 Process										x							x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
Competency	Source	Planning			Searching			Using			Support Tools													
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Collecting: - Selects critical content information, relevant, current and accurate; includes no unrelated data	Quick Scale: ICT Integration Grades 5 to 10: Fully Meets Expectations																							
In grades 4-7, students: - Demonstrate an awareness of the protocols and ethics involved in the use of information technology	Introduction to Information Technology K to 7 (1996)																							
It is expected that students will: -demonstrate a concern for the socially responsible use of information -practice the socially responsible use of electronic information - demonstrate a concern for the responsible use of information technology tools and resources	Introduction to Information Technology K to 7 (1996). Grade 5-7 Foundations																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Presenting: - Lists all sources and links all citations - Uses standardized bibliographic conventions - Conveys content in own words	Quick Scale: ICT Integration Grades 5 to 10: <i>Fully Meets Expectations</i>												x	x	x			x	x				
It is expected that students will: create and present multimedia documents (gr. 5) for intended audiences (gr. 6) Produce multimedia presentations (gr. 7)	Introduction to Information Technology K to 7 (1996). Grade 5, 6 & 7 Presentation													x								/	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
It is expected that students will: use a variety of information technology tools in presentations (5) ... demonstrate an understanding of how information technology tools can be used to influence presentations(6)	Introduction to Information Technology K to 7 (1996). Grade 5 & 6 Presentation												/										/
Presenting: - Argument is clearly articulated and supported	Quick Scale: ICT Integration Grades 5 to 10: Fully Meets Expectations											x	x	x					x				
It is expected that students will: analyze the impact of presentations on the intended audiences	Introduction to Information Technology K to 7 (1996). Grade 7 Presentation													3									3

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
work co-operatively using information technology tools	Introduction to Information Technology K to 7 (1996). Grade 6 Foundations														/							/	
General - applied across the tool / = IS-21 can be used to help teach this outcome	Introduction to Information Technology K to 7 (1996). Foundations	It is expected that students will: enter, save, modify, and retrieve information using a variety of software; manipulate electronic documents using a variety of tools; demonstrate a willingness to be self-reliant when using information technology tools; identify and apply a variety of software based on specific needs; apply troubleshooting strategies when using information technology tools; use appropriate keyboard techniques to enter information into a computer; describe the basic components of a variety of information technology tools, including computer networks; practice behaviors that demonstrate self-reliance when using information technology tools; demonstrate an understanding of the impact of information technology tools on individuals, careers, and society																					

Alberta

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
C4: 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) 3.1 create a plan for an inquiry that includes consideration of time management	Information and Communication Technology. C4 Students will use organizational processes and tools to manage inquiry	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
C1: 3.1 plan and conduct a search, using a wide variety of electronic sources	Information and Communication Technology. C1 Students will access, use and communicate information from a variety of technologies	x	x	x	x	x	x	x						x	x	x	x	x					
C6: 3.1 articulate clearly a plan of action to use technology to solve a problem	Information and Communication Technology. C6 Students will use technology to investigate and/or solve problems		x	x	x	x								x	x	x	x						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
C5: 2.2 record group brainstorming, planning and sharing of ideas by using technology	Information and Communication Technology. C5 Students will use technology to aid collaboration during inquiry		x	x	x	x	x								x							x	
C6: 2.3 use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment	Information and Communication Technology. C6 Students will use technology to investigate and/or solve problems			/							/				x								
P2 3.3 use a variety of technological graphing tools to draw graphs for data involving one or two variables	Information and Communication Technology. P2 Students will organize and manipulate data			/		/				/	/		/										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
C6: 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action	Information and Communication Technology. C6 Students will use technology to investigate and/or solve problems						x	x	x					x	x		x	x					
P5: 3.2 demonstrate proficient use of various information retrieval technologies	Information and Communication Technology. P5 Students will navigate and create hyperlinked resources						x	x	x						x								
P5: 2.3 navigate the Internet with appropriate software	Information and Communication Technology. P5 Students will navigate and create hyperlinked resources							x	x														

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
C1: 3.2 refine searches to limit sources to a manageable number	Information and Communication Technology. C1 Students will access, use and communicate information from a variety of technologies					X	X	X	X								X	X	X					
C4: 3.3 demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of "and" or "or" between search topics and the choice of appropriate search engines for the topic	Information and Communication Technology. C4 Students will use organizational processes and tools to manage inquiry				X											X		X	X					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
C1: 2.1 access and retrieve appropriate information from the Internet by using a specific search oath or from given uniform resource locations (URLs) 3.4 access and retrieve information through the electronic network	Information and Communication Technology. C1 Students will access, use and communicate information from a variety of technologies						x	x									x	x					
P3 2.2 access available databases for images to support communication	Information and Communication Technology. P3 Students will communicate through multimedia						/	/										x					
C2: 2.1 seek responses to inquiries from various authorities through electronic media 3.1 access diverse viewpoints on particular topics by using appropriate technologies 3.3 use information technology to find facts that support or refute diverse viewpoints	Information and Communication Technology. C2 Students will seek alternative viewpoints, using information technologies					x	x	x										x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning					Searching			Using			Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
P4: 3.1 integrate information from a database into a text document	Information and Communication Technology. P4 Students will integrate various applications								X										X					
C3: 2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used 3.1 evaluate the authority and reliability of electronic sources 3.2 evaluate the relevance of electronically accessed information to a particular topic	Information and Communication Technology. C3 Students will critically assess information accessed through the use of a variety of technologies									X						X		X	X					
C2: 3.2 assemble and organize different viewpoints in order to assess their validity	Information and Communication Technology. C2 Students will seek alternative viewpoints, using information technologies									X						X			X					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
C3: 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic	Information and Communication Technology. C3 Students will critically assess information accessed through the use of a variety of technologies									3	3					3			x					
P5: 2.2 navigate through a document that contains links to locate, copy and then paste data in a new file	Information and Communication Technology. P5 Students will navigate and create hyperlinked resources										x													

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
C6: 2.2 use data gathered from a variety of electronic sources to address identified problems	Information and Communication Technology. C6 Students will use technology to investigate and/or solve problems										x	x				x								
P2 2.1 enter and manipulate data by using such tools as spreadsheets or databases for a specific purpose	Information and Communication Technology. P2 Students will organize and manipulate data							/	/		/	/		/										
C7: 2.1 use a variety of technologies to organize and synthesize researched information 3.1 identify patterns in organized information	Information and Communication Technology. C7 Students will use electronic research techniques to construct										/	/			/									

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
C6: 3.3 evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate	Information and Communication Technology. C6 Students will use technology to investigate and/or solve problems			x	x	x	x		x	x					/		x		x		/		
C1: 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences	Information and Communication Technology. C1 Students will access, use and communicate information from a variety of technologies											x		x		x			x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
P1: 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques	Information and Communication Technology. P1 Students will compose, revise and edit text										x	x		x					x					
C7: 2.2 use selected presentation tools to demonstrate connections among various pieces of information 3.2 make connections among related, organized data, and assemble various pieces into a unified message	Information and Communication Technology. C7 Students will use electronic research techniques to construct personal knowledge and meaning											x		x					x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
Competency	Source	Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
P2 2.2 display data electronically through graphs and charts	Information and Communication Technology. P2 Students will organize and manipulate data										/		/										
C1: 3.5 analyze and synthesize information to create a product	Information and Communication Technology. C1 Students will access, use and communicate information from a variety of technologies										x							x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
P6: 2.1 select and use the technology appropriate to a given communication situation	Information and Communication Technology. P6 Students will use communication technology to interact with others																							
C1: 3.6 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose	Information and Communication Technology. C1 Students will access, use and communicate information from a variety of technologies																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
P3: 2.1 create a multimedia presentation, incorporating such features as visual images (clip art, video clips), sounds (live recordings, sound clips) and animated images, appropriate to a variety of audiences and purposes 3.2 create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote	Information and Communication Technology. P3 Students will communicate through multimedia												/						x				
P3: 3.1 create multimedia presentations that take into account audiences of diverse size, age, gender, ethnicity and geographic location	Information and Communication Technology. P3 Students will communicate through multimedia												/						x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
P5: 2.1 create and navigate a multiple-link document 3.1 create a multiple-link web page	Information and Communication Technology. P5 Students will navigate and create hyperlinked resources												/										
P4: 2.1 integrate a spreadsheet, or graphs generated by a spreadsheet, into a text document	Information and Communication Technology. P4 Students will integrate various applications												/										
P4: 2.2 vary font size and font style, and placement of text and graphics, in order to create a certain visual effect 3.3 emphasize information, using placement and color	Information and Communication Technology. P4 Students will integrate various applications												/										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL									
		Planning					Searching			Using			Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
P1 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style 3.1 design a document, using style sheets and with attention to page layout, that incorporates advanced word processing techniques, including headers, footers, margins, columns, table of contents, bibliography and index 3.2 use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text	Information and Communication Technology. P1 Students will compose, revise and edit text											/										
P1 2.3 convert digital text files by opening and saving them as different file types	Information and Communication Technology. P1 Students will compose, revise and edit text						/				/	/										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
F3: 2.4 document sources obtained electronically, such as web site addresses 3.4 cite sources when using copyright and/or public domain material	Information and Communication Technology. F3 Students will demonstrate a moral and ethical approach to the use of technology								X				X			X			X					
F3: 2.7 comply with copyright legislation 3.3 understand the need for copyright legislation	Information and Communication Technology. F3 Students will demonstrate a moral and ethical approach to the use of technology												X			X			X					/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
C4: 2.3 reflect on and describe the processes involved in completing a project	Information and Communication Technology. C4 Students will use organizational processes and tools to manage inquiry.														/	x	/							x
C5: 3.1 access, retrieve and share information from electronic sources, such as common files	Information and Communication Technology. C5 Students will use technology to aid collaboration during inquiry														x								x	
C5: 2.3 extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and email 3.2 use networks to brainstorm, plan and share ideas with group members	Information and Communication Technology. C5 Students will use technology to aid collaboration during inquiry														/								/	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
C6: 2.6 solve issue-related problems, using such communication tools as a word processor or email to involve others in the process	Information and Communication Technology. C6 Students will use technology to investigate and/or solve problems														/							/	
F3: 2.2 work collaboratively to share limited resources	Information and Communication Technology. F3 Students will demonstrate a moral and ethical approach to the use of technology														/							/	
P1 3.3 revise text documents based on feedback from others 3.4 use appropriate communication technology to elicit feedback from others	Information and Communication Technology. P1 Students will compose, revise and edit text														/						/	/	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21														ePEARL							
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
P6: 3.1 communicate with a targeted audience, within a controlled environment, by using such communication technologies as email and web browsers	Information and Communication Technology. P6 Students will use communication technology to interact with others										/	/								/	/		
C1: 3.3 access and operate multimedia applications and technologies from stand-alone and online sources	Information and Communication Technology. C1 Students will access, use and communicate information from a variety of technologies	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Information and Communication Technology (various locations)	C1: 3.3 access and operate multimedia applications and technologies from stand-alone and online sources C6: 2.7 generate alternative solutions to problems by using technology to facilitate the process; P6: 3.2 demonstrate proficiency in accessing local area network, wide area network and Internet services, including uploading and downloading text, image, audio and video files; F1: 2.1 apply terminology appropriate to the technologies being used at this division level 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information 2.3 explain the advantages and limitations of using computers to store, organize, retrieve and select information 2.4 recognize the potential for human error when using technology 3.1 demonstrate an understanding that information can be transmitted through a variety of media 3.2 explain the concept of software and hardware compatibility 3.7 demonstrate the ability to troubleshoot technical problems 3.8 demonstrate an understanding that technology is a process, technique or tool used to alter human activity; F2: 2.1 identify how technological developments influence one's life 2.3 examine the environmental issues related to the use of technology																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Information and Communication Technology (various locations)	F2: 3.6 explain ways in which technology can assist in the monitoring of local and global environmental conditions 3.7 analyze and assess the impact on society of having limitless access to information 3.8 identify the manner in which telecommunications technology affects time and distance F3: 2.1 comply with the acceptable use policy of the school and school authority for Internet and networked services, including software licensing agreements 2.3 use appropriate communication language and etiquette 2.5 respect the privacy and products of others 2.6 use electronic networks in an ethical manner 3.1 use time and resources on the network wisely 3.2 explain the issues involved in balancing the right to access information with the right to personal privacy 3.5 download and transmit only materials that comply with the established network use policies and practices 3.6 model and assume personal responsibility for ethical behaviour and attitudes and acceptable use of information technologies and sources in local and global contexts F4: 2.1 recognize that graphics, video and sound enhance communication 2.2 describe how the use of various texts and graphics can alter perception 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound 3.1 identify aspects of style in a presentation 3.2 understand the nature of various media and how they are consciously used to																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
General - applied across the tool / = IS-21 can be used to help teach this outcome	Information and Communication Technology (various locations)	F6: 2.1 power up and power down various technologies and peripherals correctly 2.2 use and organize files and directories 2.3 use peripherals, including printers and scanners 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys 3.1 connect and use audio, video and digital equipment 3.2 perform routine data maintenance and management of personal files 3.3 demonstrate proficiency in uploading and downloading text, image, audio and video files																					

Saskatchewan

Outcome 8: Uses Information and Media Tools with Technical Competence : <i>Indicator 1</i> - Uses traditional and digital tools effectively and efficiently to access all information and media formats	Connections (2008) Appendix E: Information Literacy - Student Outcomes							X	X	X							X		X	X				
---	--	--	--	--	--	--	--	---	---	---	--	--	--	--	--	--	---	--	---	---	--	--	--	--

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Outcome 8: Uses Information and Media Tools with Technical Competence : <i>Indicator 2</i> - Knows the purpose and capability of all information and media tools.	Connections (2008) Appendix E: Information Literacy - Student Outcomes /																							
Outcome 5: Uses Information Strategically: <i>Indicator 3</i> - Selects information based on the criteria needed to complete a learning task.	Connections (2008) Appendix E: Information Literacy - Student Outcomes x					x	x	x	x							x		x	x					
Outcome 5: Uses Information Strategically: <i>Indicator 1</i> - Demonstrates strategies in reading, listening, viewing, interpreting, and processing information to answer questions, solve problems, and discover new information.	Connections (2008) Appendix E: Information Literacy - Student Outcomes x						x	x	x	x	x								x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL									
		Planning					Searching			Using			Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
Outcome 1: Uses Information With Aesthetic Appreciation: <i>Indicator 4</i> - Demonstrates an understanding of the (sic) Canada’s cultural resources such as galleries, museums and libraries, as well as an understanding of the contribution of the arts to the	Connections (2008) Appendix E: Information Literacy - Student Outcomes					/	/															/
Outcome 6: Uses Information for Decision-Making: <i>Indicator 2</i> - Knows how information is organized in all information and media resources.	Connections (2008) Appendix E: Information Literacy - Student Outcomes					/	/	/	/													
Distinguish among facts, opinions, beliefs, and preferences	Cross-curricular Competencies (2010) - Developing Thinking					x		x	x					x								
Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks	Cross-curricular Competencies (2010) - Developing Literacies						x	x	x					x				x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs - Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world	Cross-curricular Competencies (2010) - Developing Identity and Interdependence									/	/	/												
Apply various criteria to assess ideas, evidence, arguments, motives, and actions	Cross-curricular Competencies (2010) - Developing Thinking									x						x			x					
Outcome 4: Uses Information Critically: <i>Indicator 1</i> - Determines the relevancy of information to the learning or personal inquiry.	Connections (2008) Appendix E: Information Literacy - Student Outcomes									x						x		x	x					
Outcome 4: Uses Information Critically: <i>Indicator 2</i> - Identifies the authority behind the information source	Connections (2008) Appendix E: Information Literacy - Student Outcomes									x						x		x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning					Searching			Using			Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Outcome 4: Uses Information Critically: <i>Indicator 3</i> - Validates the information as authentic.	Connections (2008) Appendix E: Information Literacy - Student Outcomes									X						X		X	X					
Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments)	Cross-curricular Competencies (2010) - Developing Literacies									X						X			X					
Outcome 3: Uses Information Respectfully <i>Indicator 1</i> - Respects the ideas, values, and cultural backgrounds of all information sources. <i>Indicator 2</i> - Recognizes the contribution of diverse points of view for learning and personal inquiries	Connections (2008) Appendix E: Information Literacy - Student Outcomes									/	/	/												
Apply prior knowledge, experiences, and the ideas of self and others in new contexts	Cross-curricular Competencies (2010) - Developing Thinking			/									/											

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Interpret qualitative and quantitative data (including personally collected data) found in textual, aural, and visual information gathered from various media sources	Cross-curricular Competencies (2010) - Developing Literacies									/	/	/												
Outcome 6: Uses Information for Decision-Making <i>Indicator 3</i> - Applies information to solve a wide variety of learning and personal inquiries.	Connections (2008) Appendix E: Information Literacy - Student Outcomes											x		x				x						
Outcome 5: Uses Information Strategically: <i>Indicator 2</i> - Uses effective strategies to organize and structure information into useful forms for communication.	Connections (2008) Appendix E: Information Literacy - Student Outcomes											x		x					x					
Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects	Cross-curricular Competencies (2010) - Developing Thinking											x								x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Outcome 7: Uses Information Expressively: <i>Indicator 1</i> - Modifies, revises, and transforms information to create information and media products.	Connections (2008) Appendix E: Information Literacy - Student Outcomes										x	x		x					x					
Outcome 7: Uses Information Expressively: <i>Indicator 4</i> - Tailors an information presentation or product to an intended audience.	Connections (2008) Appendix E: Information Literacy - Student Outcomes								x					x		x			x					
Outcome 7: Uses Information Expressively: <i>Indicator 5</i> - Uses effective communication skills to share information with an audience.	Connections (2008) Appendix E: Information Literacy - Student Outcomes													x		x			x					
Outcome 8: Uses Information and Media Tools with Technical Competence: <i>Indicator 4</i> - Uses traditional and digital tools to create and present a variety of information and media products.	Connections (2008) Appendix E: Information Literacy - Student Outcomes													x					x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Create, compute, and communicate using a variety of materials, strategies, and technologies to express understanding of ideas and experiences	Cross-curricular Competencies (2010) - Developing Literacies													x									
Communicate ideas, experiences, and information in ways that are inclusive, understandable, and useful to others	Cross-curricular Competencies (2010) - Developing													x									
Outcome 7: Uses Information Expressively: <i>Indicator 2</i> - Applies principles of design to create information and media products.	Connections (2008) Appendix E: Information Literacy - Student Outcomes												/										
Outcome 7: Uses Information Expressively: <i>Indicator 3</i> - Recognizes the requirements to create different forms of information and media products	Connections (2008) Appendix E: Information Literacy - Student Outcomes												/										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
Competency	Source	Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Use ideas and technologies in ways that contribute to creating new insight	Cross-curricular Competencies (2010) - Developing Literacies							x	x	x	x		x										
Respond responsibly and ethically to others using various literacies	Cross-curricular Competencies (2010) - Developing Literacies												/	/							/		
Demonstrate courage to express differing perspectives in a constructive manner	Cross-curricular Competencies (2010) - Developing Social Responsibility												/								/		
Outcome 2: Uses Information Responsibly: <i>Indicator 1</i> - Understands and honours intellectual property rights and copyright laws.	Connections (2008) Appendix E: Information Literacy - Student Outcomes																						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Outcome 2: Uses Information Responsibly: <i>Indicator 2</i> - Records all information sources accurately and uses the information found responsibly.	Connections (2008) Appendix E: Information Literacy - Student Outcomes												x			x			x					
Ensure that each person has an opportunity to contribute	Cross-curricular Competencies (2010) - Developing Social Responsibility															x							x	
Outcome 6: Uses Information for Decision-Making: <i>Indicator 4</i> - Works collaboratively with others to make informed decisions and to solve group problems.	Connections (2008) Appendix E: Information Literacy - Student Outcomes														/								/	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Model a balance in speaking, listening, and reflecting	Cross-curricular Competencies (2010) - Developing Social Responsibility																					/	x	
Use consensus-building strategies to work towards shared understanding	Cross-curricular Competencies (2010) - Developing Social Responsibility																						/	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Connections (2008) Appendix E: Information Literacy - Student Outcomes	<p>Outcome 1: Uses Information With Aesthetic Appreciation: <i>Indicator 1</i> - Appreciates various forms of creative and scientific expression including multimedia, the visual and performing arts, the beauty in the world around them, and all imaginative forms of expression. <i>Indicator 2</i> - Reads a wide range of material, writes for various purposes, views visual materials and performances, and participates in other literacy activities. <i>Indicator 3</i> - Demonstrates well-developed personal interests and a willingness to participate as an avid learner.</p> <p>Outcome 2: Uses Information Responsibly: <i>Indicator 3</i> - Demonstrates good work habits and follows safety rules while using information tools.</p> <p>Outcome 4: Uses Information Critically: <i>Indicator 3</i> - Assesses the moral and ethical implications involved in personal inquiry.</p> <p>Outcome 5: Uses Information Strategically: <i>Indicator 4</i> - Applies information literacy strategies independently or collaboratively to complete a learning task.</p> <p>Outcome 6: Uses Information for Decision-Making: <i>Indicator 1</i> - Recognizes the need for information in problem-solving situations.</p> <p>Outcome 8: Uses Information and Media Tools with Technical Competence: <i>Indicator 3</i> - Demonstrates the basic operational skills for all information and media tools.</p>																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
General - applied across the tool / = IS-21 can be used to help teach this outcome	Cross-curricular Competencies (2010)	Experiment with ideas, hypotheses, educated guesses, and intuitive thoughts; Demonstrate self-reliance, self-regulation, and the ability to act with integrity; Understand that literacies can involve words, images, numbers, sounds, movements, and other representations and that these can have different interpretations and meanings; Examine the interrelationships between literacies and knowledge, culture, and values; Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study; Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources, and technologies; Use various literacies to challenge and question understandings and interpretations; Select and use appropriate technologies in order to communicate effectively and ethically; Consistently apply fundamental moral values such as “respect for all”; Be sensitive to, and respectful of, diversity and different ways of participating																					

Manitoba																								
P-1.1 Recalls and/or records prior knowledge and asks topic-related questions	Literacy with ICT Across the Curriculum: Knows-Comprehends																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
P-2.1 Constructs "how and why" questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs	Literacy with ICT Across the Curriculum: <i>Analyzes- Applies</i>		x	x											x		x						
P-2.2 Adapts given electronic plans (Analyzes- Applies) P-3.2 Designs own electronic plans (Synthesizes-Evaluates)	Literacy with ICT Across the Curriculum	x	x	x	x	x											x						
sa2.5 refines searches using Boolean logic	Literacy with ICT Across the Curriculum				x	x		x	x						x		x	x					
G-1.1 finds and collects information (text, images, data, audio, video) from given media sources	Literacy with ICT Across the Curriculum						x	x	x								x	x					
sa2.4 chooses and uses search engines using own keywords	Literacy with ICT Across the Curriculum							x	x						x		x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
G-2.1 refines information searches using a variety of media sources	Literacy with ICT Across the Curriculum						x	x	x										x					
G-1.5 collects primary data using electronic devices	Literacy with ICT Across the Curriculum							x	x															
G-1.2 identifies sources of information and provides bibliographic/reference data	Literacy with ICT Across the Curriculum								x				x			x		x	x					
G-2.2 analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria (examples: accuracy, currency, validity, reliability, objectivity, fairness, relevance...)	Literacy with ICT Across the Curriculum										x					x		x	x					
sa2.6 investigates the currency and/or authorship of electronic sources such as websites, email, CD-ROMs, syndications, blogs, wikis, podcasts, and broadcast medias	Literacy with ICT Across the Curriculum										x					x		x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT	Literacy with ICT Across the Curriculum										x								x				
sa2.3 moves data between applications	Literacy with ICT Across the Curriculum	x						x	x		x												
G-3.1 incorporates information with prior knowledge and adjusts inquiry strategies	Literacy with ICT Across the Curriculum								x		x	x							x				
sc1.3 inserts and edits text, data, images, sound, video, and/or formulas	Literacy with ICT Across the Curriculum										x	x		x									
Pr-1.3 edits electronic work according to established criteria, conventions, and/or standards	Literacy with ICT Across the Curriculum													x		x			x				
C-1.1 displays and/or discusses electronic work C-2.1 discusses information, ideas, and/or electronic work using tools for electronic communication	Literacy with ICT Across the Curriculum													x								/	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL									
		Planning					Searching			Using			Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
E-2.3 explains consequences of unethical behaviour	Literacy with ICT Across the Curriculum											/										/
R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn	Literacy with ICT Across the Curriculum													x				x			x	x
Co-1.1 works with others in teacher-directed learning tasks using ICT and assists others with ICT knowledge and procedures Co-2.1 collaborates with peers to accomplish self-directed learning with ICT in various settings	Literacy with ICT Across the Curriculum																				x	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Literacy with ICT Across the Curriculum	E-2.1 applies school division’s acceptable-use policy for ICT, E-2.2 applies safety guidelines when communicating electronically, E-2.4 applies guidelines for ethical and responsible use of ICT, S-1.1 identifies uses of ICT at home, at school, at work, and in the community (examples: recreation, communication, education, sales, health care...), S-1.2 relates societal consequences of ethical and unethical use of ICT, S-1.3 chooses appropriate times and places to use wireless games and/or communication devices (examples: electronic pets/games, iPods, MP3 players, cell phones, PDAs...; at school, on buses, in theatres, in restaurants, at meetings, while driving...), S-3.1 weighs society’s right to information access against right to individual privacy, M-1.2 recognizes ICT problems and seeks assistance to solve them (examples: consults peers, teachers, help menus, online supports, telephone helplines...)																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Literacy with ICT Across the Curriculum	sa1.1 logs on and off ICT devices; sa1.2 opens applications and files; sa1.3 saves files (examples: following a specified file path to networks...); sa1.4 prints files; sa1.5 navigates within an application (examples: using icons, menus, keyboard shortcuts...); sa1.6 navigates between applications; sa1.7 browses multimedia (examples: CD-ROMs, DVDs, flash memory devices...); sa1.8 navigates within a website; sa1.9 browses the Internet; sa1.10 searches the Internet using teacher-selected search engines and keywords; sa2.1 transfers ICT knowledge to new applications; sa2.2 manages electronic files and folders; sb1.1 manipulates input devices (examples: mouse buttons, keyboards, styluses, trackballs, touch screens, electronic whiteboards, adaptive devices...); sb1.2 recognizes and presses keys on the keyboard(examples: using one finger, using both hands, hunting and pecking, using correct hand position while watching the screen, demonstrating speed and accuracy...); sb1.3 captures digital data(examples: with microphones, digital audio-recording devices, digital cameras, video cameras, GPS, probeware...); sb2.1 selects and uses peripherals to find, record, manipulate, save, print and/or display information (examples: microphones, digital cameras, video cameras, electronic whiteboards, digital microscopes, joysticks, touch screens, flash memory devices, data projectors, TVs, printers...); sc1.1 moves text and images; sc1.4 formats text, images, graphs, and tables using toolbar icons, menu options, and/or keyboard shortcuts; sc1.5 edits text using spell check, dictionary, thesaurus, grammar check, and/or track changes; sc1.7 formats page layout (examples: margins, tabs, columns, hanging indents, word wrap, header, footer, cells, watermark...); sc2.2 analyzes the intended use of images/video, and edits images/video using photo/video-editing software (examples: adjusting the cropping, resolution, compression, number of colours, file size...); sc2.3 constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages; sd1.1 recalls ICT vocabulary in context; sd2.1 uses ICT vocabulary in context																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Ontario (TDSB below in separate section)																							
The Student: identifies practical problems to solve	The Ontario Curriculum, Grades 1-8: Science and Technology	x	x	x														x	x				
The Student: asks questions that arise from practical problems and issues, and formulates a specific question that will be the basis for an investigation	The Ontario Curriculum, Grades 1-8: Science and Technology	x	x	x												x		x	x				
Focus: When students are engaged in this phase of the inquiry process, they ... • notice, wonder and ask questions about a topic of interest	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)		x	x												x		x	x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Explore: When students are engaged in this phase of the inquiry process, they ... • connect current thinking to previous knowledge	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)			x								x				x							
Focus: When students are engaged in this phase of the inquiry process, they ... • re-frame questions	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)			x	x											x			x				
Explore: When students are engaged in this phase of the inquiry process, they ... • clarify and extend questions	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)		x	x	x	x										x			x				
The Student: uses planning skills with considerable effectiveness	The Ontario Curriculum (2006), Grades 1-8: Achievement Chart - Language (Level 3)	x	x	x	x	x	x													x			

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
The Student: plans an organizational system for gathering and organizing information, using a variety of strategies (e.g., sketchboard outlines of a series of events) and organizational patterns (e.g., order of importance)	The Ontario Curriculum, Grades 1-8: Science and Technology	/	/	/	/	/	/																	
The Student: plans for safe experimentation, showing some awareness of variables to be considered	The Ontario Curriculum, Grades 1-8: Science and Technology	/	/	/	/	/	/																	
Share Learning: When students are engaged in this phase of the inquiry process, they ... • plan ways to express their learning considering a variety of representations	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)								x					x		x			x	x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
The Student: independently selects print, multimedia, and electronic resources	The Ontario Curriculum, Grades 1-8: Science and Technology							x	x							x								
Explore: When students are engaged in this phase of the inquiry process, they ... • gather information first-hand in a range of ways and from a variety of sources	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)							x	x							x			x					
The Student: selects sources of information, showing awareness of currency and bias	The Ontario Curriculum, Grades 1-8: Science and Technology									x						x		x	x					
The Student: verifies the validity of and compares information gathered from research	The Ontario Curriculum, Grades 1-8: Science and Technology									x	x	/				x		x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
The Student: selects information from print, multimedia, and electronic resources that he or she has found independently	The Ontario Curriculum, Grades 1-8: Science and Technology										x					x			x					
The Student: summarizes relevant information, using jot notes, outlines	The Ontario Curriculum, Grades 1-8: Science and Technology										x	x							x					
Share Learning: When students are engaged in this phase of the inquiry process, they ... • articulate connections between prior knowledge and new discoveries	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)											x		x		x			x					
The Student: draws conclusions on the basis of data gathered	The Ontario Curriculum, Grades 1-8: Science and Technology											x		x		x			x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
Share Learning: When students are engaged in this phase of the inquiry process, they ... • answer and refine questions	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)			/									x					x				
The Student: uses processing skills with considerable effectiveness	The Ontario Curriculum (2006), Grades 1-8: Achievement Chart - Language (Level 3)							x	x	x		x										
The Student: expresses and organizes ideas and information with considerable effectiveness	The Ontario Curriculum (2006), Grades 1-8: Achievement Chart - Language (Level 3)								x	x		x						x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
Analyze: When students are engaged in this phase of the inquiry process, they ... <ul style="list-style-type: none"> • use information to answer questions and test hypotheses • draw conclusions about questions and hypotheses • describe characteristics and notice patterns • compare, sort, classify and interpret information 	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)										x	x		x										
Students will: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning	The Ontario Curriculum (2006), Grades 1-8: Language (Overall Expectations)						x		x	x	x	x		x					x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students will: generate, gather, and organize ideas and information to write for an intended purpose and audience	The Ontario Curriculum (2006), Grades 1-8: Language (Overall Expectations)							x	x	x	x	x		x		x			x					
The Student: communicates for different audiences and purposes with considerable effectiveness	The Ontario Curriculum (2006), Grades 1-8: Achievement Chart - Language (Level 3)													x		x			x					
Students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	The Ontario Curriculum (2006), Grades 1-8: Language (Overall Expectations)													x		x			x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
The Student: presents research in numeric, symbolic, graphical, and/or linguistic forms of communication to answer the question investigated	The Ontario Curriculum, Grades 1-8: Science and Technology													x		x			x					
The Student: states a conclusion in answer to the question being investigated, on the basis of information gathered	The Ontario Curriculum, Grades 1-8: Science and Technology													x		x			x					
Students will: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	The Ontario Curriculum (2006), Grades 1-8: Language (Overall Expectations)													x					x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Students will: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	The Ontario Curriculum (2006), Grades 1-8: Language (Overall Expectations)												x		x								
The Student: selects a possible solution, and provides reasons for the choice that take into account considerations such as function, aesthetics, environmental impact	The Ontario Curriculum, Grades 1-8: Science and Technology												/										
The Student: presents steps in and results of an experimental procedure using numeric, symbolic, graphical, and/or linguistic methods	The Ontario Curriculum, Grades 1-8: Science and Technology												/										
The Student: describes orally, and using labeled drawings and diagrams, charts, graphs, and/or written descriptions, the problem and how he or she solved it	The Ontario Curriculum, Grades 1-8: Science and Technology												/										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
The Student: explains how well the chosen solution solved the practical problem, using qualitative and/or quantitative data, and suggests possible changes to the criteria and the solution	The Ontario Curriculum, Grades 1-8: Science and Technology													/										
The Student: identifies the effects of the chosen solution on himself/herself, others, and/or the environment, considering things such as cost, materials, time, and/or space, and suggests ways in which undesirable effects could be lessened or eliminated	The Ontario Curriculum, Grades 1-8: Science and Technology													/										/
Share Learning: When students are engaged in this phase of the inquiry process, they ... • identify avenues for action and application	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)													/										/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Share Learning: When students are engaged in this phase of the inquiry process, they ... • pose new, deeper questions for independent investigation	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)			/										/			/						/
Analyze: When students are engaged in this phase of the inquiry process, they ... • think about the information to create new questions and hypotheses	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)													/									/
The Student: uses appropriate academic referencing, including publisher, volume, date of document, location and date of interview	The Ontario Curriculum, Grades 1-8: Science and Technology								x				x	x		x		x	x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Share Learning: When students are engaged in this phase of the inquiry process, they ... • reflect on what, how and why learning happened	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)																		x				x
The Student: makes an evaluation of the research procedure used, suggests changes that could be made to it, and gives reasons for the suggested changes	The Ontario Curriculum, Grades 1-8: Science and Technology																						/
Focus: When students are engaged in this phase of the inquiry process, they ... • make predictions about possible outcomes or answers	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)																						/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Focus: When students are engaged in this phase of the inquiry process, they ... • dialogue about possible ways to learn more	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)																					/	/
Share Learning: When students are engaged in this phase of the inquiry process, they ... • apply understandings to different contexts and situations	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)																						/
Analyze: When students are engaged in this phase of the inquiry process, they ... • talk about their learning/concept understanding	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)																						/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students will: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.	The Ontario Curriculum (2006), Grades 1-8: Language (Overall Expectations)																							/
Students will: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.	The Ontario Curriculum (2006), Grades 1-8: Language (Overall Expectations)																							/
Students will: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.	The Ontario Curriculum (2006), Grades 1-8: Language (Overall Expectations)																							/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Focus: When students are engaged in this phase of the inquiry process, they ... • share their thinking and questions with their peers and teachers	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)														x								x	
Explore: When students are engaged in this phase of the inquiry process, they ... • talk about observations and thinking to generate more questions	Getting Started with Student Inquiry (2011) ISSN:1913 8490 (online)		/																				/	
General - applied across the tool / = IS-21 can be used to help teach this outcome	The Ontario Curriculum (2006), Grades 1-8: Achievement Chart - Language (Level 3)	The Student: demonstrates considerable knowledge of content, demonstrates considerable understanding of content, uses critical/ creative thinking processes with considerable effectiveness, uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness, applies knowledge and skills in familiar contexts with considerable effectiveness, transfers knowledge and skills to new contexts with considerable effectiveness, makes connections within and between various contexts with considerable effectiveness																						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
General - applied across the tool / = IS-21 can be used to help teach this outcome	The Ontario Curriculum (2006), Grades 1-8: Language (Overall	Students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; use knowledge of words and cueing systems to read fluently:																						
TDSB																								
Adhere to a project plan to develop a solution or complete a project (gr. 5) / Plan and manage activities to develop a solution or complete a project (gr. 6-8)	ICT Standards		x	x	x	x	x										x	x	x	x				
The student: • applies collaborative skills to help understand the purpose and features of the inquiry • transfers current knowledge and skills to modify choice of topic of the inquiry • makes connections between current and previous questions/answers	TDSB: The Library and Learning Commons K-12 (2012)	x	x	x								x			x								x	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
The student: <ul style="list-style-type: none"> Identifies the purpose and features of the inquiry Identifies how the topic suits the purpose and features of the inquiry Uses prior knowledge and understanding to connect to the topic Identifies a variety of questions about the topic 	TDSB: The Library and Learning Commons K-12 (2012)		x	x												x		x						
The student: <ul style="list-style-type: none"> develops essential questions about the inquiry uses a variety of strategies and resources to choose a relevant topic uses evaluation criteria for building effective questions for inquiry 	TDSB: The Library and Learning Commons K-12 (2012)		x	x												x		x	x					
The student: <ul style="list-style-type: none"> identifies available sources relevant to inquiry identifies how selected sources support investigation of the topic 	TDSB: The Library and Learning Commons K-12 (2012)						x									x		x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
The student: <ul style="list-style-type: none"> expresses thoughts and feelings about the inquiry process describes plan for inquiry, using a variety of forms explains personal focus formulated for inquiry, using a variety of forms 	TDSB: The Library and Learning Commons K-12 (2012)	x	x	x	x	x	x											x				x
The student: <ul style="list-style-type: none"> applies knowledge of how information is organized to help locate and select information 	TDSB: The Library and Learning Commons K-12 (2012)					x	x	x										x				
The student: <ul style="list-style-type: none"> identifies the purpose, features, and organization of print, media, and electronic information selected identifies how evidence gathered supports the conclusions of the inquiry identifies how information and ideas can be sorted and classified for effective organization 	TDSB: The Library and Learning Commons K-12 (2012)						x	x	x	x	x	x										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Search, read, and note take information from a variety of sources (e.g., online encyclopedias, databases found on the school library website, the Internet)	ICT Standards								X		X					X			X				
Categorize, analyze, and evaluate information from primary sources (e.g., interviews, surveys) and secondary sources (e.g., online encyclopedias, databases found on the school library website)	ICT Standards									X						X			X				
The student: <ul style="list-style-type: none"> uses a variety of strategies to design and plan for, and determine the form of, the presentation uses a variety of strategies to select relevant information 	TDSB: The Library and Learning Commons K-12 (2012)										X	X		X		X		X					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
The student: <ul style="list-style-type: none"> uses a variety of strategies to record information from personal knowledge and selected sources develops/uses criteria for evaluating ideas uses a variety of strategies to revise inquiry, based on new information, ideas, and situations 	TDSB: The Library and Learning Commons K-12 (2012)			x					x	x	x	x				x			x					
The student: <ul style="list-style-type: none"> makes connections between personal knowledge and new information applies critical and creative thinking skills to evaluate ideas and information transfers current knowledge and skills to modify product under changing conditions 	TDSB: The Library and Learning Commons K-12 (2012)			x						x	x	x				x			x					
Create original works as a means of personal or group expression (e.g., photo editing, audio recording, movie creation, animation software)	ICT Standards													x					x				/	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
The student: <ul style="list-style-type: none"> identifies the features of effective presentations identifies the criteria for assessing the product and process of inquiry 	TDSB: The Library and Learning Commons K-12 (2012)									x				x		x								
Create content that demonstrates planning, writing, and editing for a particular purpose (e.g., word processing, spreadsheets)- gr 5; (e.g., databases software)- gr 6-8	ICT Standards													x	x	x	x							
The student: <ul style="list-style-type: none"> applies knowledge of exemplary practices to make effective products and presentations 	TDSB: The Library and Learning Commons K-12 (2012)													x		x								
Use research to develop original drafts and cite sources	ICT Standards												x	x		x								
The student: <ul style="list-style-type: none"> uses a variety of strategies to create a product that presents findings use a variety of self- and peer assessment strategies to assess the product and process 	TDSB: The Library and Learning Commons K-12 (2012)													x	x								x	x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
Understand and recognize the importance of intellectual and creative property in a digital environment	ICT Standards												x			x			x					
The student: <ul style="list-style-type: none"> expresses thoughts and feelings about presentation explains how assessment of product and process of inquiry improves personal learning explains how new questions, issues, and ideas that emerged during inquiry may generate new learning 	TDSB: The Library and Learning Commons K-12 (2012)																						/	
Participate in a digital simulation or game to explore concepts and/or determine outcomes (e.g., OERB interactive learning resources, Lego	ICT Standards																	x						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
General - applied across the tool / = IS-21 can be used to help teach this outcome	ICT Standards	Manage content within an operating system and web environment (e.g., documents, links, bookmarks, tags); Use digital tools for a curricular purpose (e.g., digital camera, voice recorder, interactive technologies, hand-held devices, GPS – Global Position Systems); Observe and identify appropriate technologies for a specific purpose(gr.5)/Select appropriate technologies for a specific purpose(gr.6-8); Recognize and demonstrate safe, respectful, and responsible online communication (e.g., email, online forums, social networks); Recognize and demonstrate strategies to promote digital health (e.g., keyboarding technique, monitor placement, etc.); Understand and recognize the importance of electronic access for all (e.g., assistive technology hardware and software); Apply existing knowledge to generate new ideas, products, or processes																					

Quebec (Lester B. Pearson below in separate section)

To Adopt effective work methods: to analyze the task to be performed, to begin the process, to perform the task, to analyze his/her procedure.	QEP- Cross-curricular competencies (Elementary)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x		x
Adopts effective work methods: considers all aspects of a task, adjusts his/her approach, analyzes his/her procedure.	QEP- Cross-curricular competencies (Secondary)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x		x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
To Use Information: To gather information, To recognize various information sources, To put information to use	QEP- Cross-curricular competencies (Elementary)								x	x	x	x	x	x		x		x	x				
To Use Information: Gathers information, Systematizes the information-gathering process, Puts information to use	QEP- Cross-curricular competencies (Secondary)							x	x	x	x	x	x	x		x	x	x	x				
To Communicate Appropriately: to establish the purpose of the communication, to select the mode of communication, to carry out the communication	QEP- Cross-curricular competencies (Elementary)								x					x		x			x		/		
Communicates Appropriately: becomes familiar with various modes of communication, uses various modes of communication, manages the communication process	QEP- Cross-curricular competencies (Secondary)								x					x		x			x		/	/	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
To Read and Listen to Literary, Popular and Information-based Texts: to construct meaning by applying appropriate reading strategies, to use a response process when reading and listening to literary, popular, and information-based texts, to construct her/his own view of the world through reading and listening to literary, popular and information-based texts, to construct a profile of self as reader, to self-	QEP- English Language Arts (Elementary)								x	x	x	x												/
Reads and listens to written, spoken and media texts: Integrates reading profile, stance and strategies to make sense of a text in a specific context, Talks about own response to a text within a community of readers, Interprets the relationship(s) between reader, text and context in light of own response(s)	QEP- English Language Arts (Secondary)								x	x	x	x										/		x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
To Represent Her/His Literacy in Different Media: to apply appropriate strategies for constructing meaning, to follow a process to respond to media texts, to construct her/his own view of the world through the media, to follow a production process in order to communicate for specific purposes to a specified audience, to self-evaluate her/his development as a viewer and	QEP- English Language Arts (Elementary)								x	x	x	x		x			x		x					x
Represents her/his literacy in different media: Follows a production process to create media texts for specific purposes and audiences, Deconstructs media texts to understand their meaning(s)/message(s) in specific contexts, Explores the relationship between producer, text and audience in specific contexts	QEP- English Language Arts (Secondary)								x	x	x	x		x			x		x					x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
To Use Language to Communicate and Learn: to use language (talk) to communicate information, experiences and point of view, to use language (talk) for learning and thinking, to apply her/his knowledge of linguistic structures and features, to interact in collaborative group activities in a variety of roles, to self-evaluate her/his language development	QEP- English Language Arts (Elementary)													x								x	x	x
Uses language/talk to communicate and to learn: Produces spoken texts for a familiar audience in specific contexts, Interacts with peers and teachers in specific learning contexts, Explores the social practices of the classroom and community in specific contexts	QEP- English Language Arts (Secondary)								x					x								x	x	x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
To Write Self-expressive, Narrative and Information-based texts: to integrate her/his knowledge of texts into own writing, to follow a process when writing, to construct profile of self as writer, to use writing as a system for communicating and constructing meaning, to self-evaluate her/his writing development	QEP- English Language Arts (Elementary)											x		x		x	x							x
Writes a variety of genres for personal and social purposes: Follows a process to produce written texts in specific contexts, Develops style as a writer within a classroom community of writers, Explores the relationship(s) between writer, text and context	QEP- English Language Arts (Secondary)								x		x	x		x		x	x		x				x	x
To Construct His/Her Identity: to be open to his/her surroundings, to become aware of his/her place among others, to make good use of his/her personal resources	QEP- Cross-curricular competencies (Elementary)																						/	/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
Achieved his/her potential: recognizes his/her personal characteristics, takes his/her place among others, makes good use of his/her personal resources	QEP- Cross-curricular competencies (Secondary)																				/	/
To Cooperate with Others: to interact with an open mind in various contexts, to contribute to team efforts, to use teamwork effectively.	QEP- Cross-curricular competencies (Elementary)																				/	
Cooperates with Others: contributes to team efforts, uses teamwork effectively, interacts with an open mind in various contexts	QEP- Cross-curricular competencies (Secondary)																				/	
General - applied across the tool / = IS-21 can be used to help teach this outcome	QEP- Broad Areas of Learning: Media Literacy	Awareness of the place and influence of the media in his/her daily life and in society; Understanding of the way the media portray reality; Use of media-related materials and communication codes; Knowledge of and respect for individual and collective rights and responsibilities regarding the media																				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	QEP- Cross-curricular competencies (Elementary)	<p><i>To Solve Problems</i> : to analyze the components of a situational problem, to formulate possible solutions, to test a solution, to adopt a flexible approach, to evaluate the procedure used.</p> <p><i>To Exercise Critical Judgment</i> : to form an opinion, to express his/her judgment, to qualify his/her judgment.</p> <p><i>To Use Creativity</i> : to become familiar with all the elements of a situation, to imagine ways of proceeding, to begin the procedure, to adopt a flexible mode of operation. <i>To Use Information and Communications Technologies</i> : to master the information and communication technologies, to use information and communications technologies to carry out a task, to evaluate his/her use of information and communications technologies.</p>																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	QEP- Cross-curricular competencies (Secondary)	<p><i>Solves Problems</i> : analyzes the components of a situational problem, tests possible solutions, adopts a flexible approach.</p> <p><i>Exercises Critical Judgment</i> : forms an opinion, expresses his/her judgment, qualifies his/her judgment.</p> <p><i>Uses Creativity</i> : becomes familiar with all the elements of a situation, explores, adopts a flexible mode of operation.</p> <p><i>Uses Information and Communication Technologies</i> : uses appropriate technologies, takes full advantage of these technologies, evaluates his/her use of this technology.</p>																					

Lester B. Pearson

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
4. Students understand the implications when taking digital videos/photos. Students need to ask for permission and state the intended purpose of the videos/photos.	Lester B. Person School Board: Digital Citizenship Curriculum, cycle 3 and secondary cycle 1											3			3							3
7. Students understand that sources can give a basic summary of the topics and how they can use their first sources to find even more information. 7B. Students begin using the advanced search functions in search engines. 7C. Students continue to develop search strategies and identifying keywords.	Lester B. Person School Board: Digital Citizenship Curriculum, cycle 3				x		x	x	x							x		x				
7. Students are introduced to the differences between search engines, directories, and databases.	Lester B. Person School Board: Digital Citizenship Curriculum, secondary cycle 1						x								x			x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
8. Students discuss what makes a good website. 8B. Students are able to make critical judgments of the sites they are using.	Lester B. Person School Board: Digital Citizenship Curriculum, cycle 3									X						X		X	X				
8. Students use multiple sites when researching. 8B. Students distinguish the difference between the domain names. 8C. Students begin to learn how to distinguish if the information is accurate/reliable on various websites.	Lester B. Person School Board: Digital Citizenship Curriculum, secondary cycle 1								X	X						X		X	X				
10. Students define plagiarism. 10B. Students understand the implications of plagiarism. 10C. Students learn how to use other people's work appropriately and are introduced to how to write a simple citation. 10D. Students begin to understand ethical implications of stealing intellectual property	Lester B. Person School Board: Digital Citizenship Curriculum, cycle 3												X			X		X	X				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
10. Students are introduced to issues of copyright. 10B. Students are introduced to copy-right friendly resources e.g. (creative commons). 10C. Students are introduced to standardized referencing formats (APA, MLA, etc.). 10D. Students understand ethical implication of stealing intellectual property.	Lester B. Person School Board: Digital Citizenship Curriculum, secondary cycle 1												x			x			x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21													ePEARL								
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<i>New Brunswick</i>																							
use a range of strategies in writing and other ways of representing to - frame questions and design investigations to answer their questions - find topics of personal importance - record, develop, and reflect on ideas - compare their own thoughts and beliefs to those of others - describe feelings, reactions, values, and attitudes - record and reflect on experiences and their responses to them - formulate goals for learning - practice and apply strategies for	Atlantic English Language Arts Curriculum	x	x	x	x	x	x									x		x		/	x	x	
Students • select a specific topic that establishes the purpose and audience (gr.6) • select a specific topic with a main idea that supports the purpose and audience (gr. 7&8)	Writing Achievement Standards, Grades 6-8		x																				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> • use a range of reference texts and a database or an electronic search to facilitate the selection process (gr. 6) • use research strategies such as issue mapping and webbing to guide research (gr. 7) • employ various relevant research strategies such as generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research (gr. 8) 	Atlantic English Language Arts Curriculum		x	x	x	x		x	x							x			x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> demonstrate understanding of how classification systems and basic reference materials are used to facilitate research (gr. 5) demonstrate understanding of the purpose of classification systems and basic reference materials (gr. 6) become increasingly aware of and use periodically the many print and non-print avenues and sources (Internet, documentaries, interviews) through which information can be accessed and selected (gr. 7) experiment with and rely upon a range of print and non-print (email, CD-ROMs) sources for accessing and selecting 	Atlantic English Language Arts Curriculum																						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students <ul style="list-style-type: none"> • use text features (e.g., table of contents, glossary, headings/subheadings, index, sidebars, charts/ diagrams, maps, font) to preview, interpret and locate information 	Reading Achievement Standards, Grades 6-8							x	x															
<ul style="list-style-type: none"> • select, independently, texts appropriate to their range of interests and learning needs (gr. 5 & 6) • select texts that address their learning needs and range of special interests (gr. 7 & 8) 	Atlantic English Language Arts Curriculum								x	x														

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students <ul style="list-style-type: none"> • respond accurately to most literal questions by selecting and locating relevant details; locate information using a variety of sources (gr.6) • respond accurately to most literal questions; skim large amount of text in search of information (gr.7) • respond accurately to most literal questions; skim large amount of text in search of information; locate literal information from a variety of texts (gr.8) 	Reading Achievement Standards, Grades 6-8								x	x	x					x		x						
Students <ul style="list-style-type: none"> • gather ideas from a variety of sources and use a framework (e.g., web, graphic organizer) to sort and classify the information/ideas and make new connections; apply knowledge of copyright/plagiarism 	Writing Achievement Standards, Grades 6-8								x			x	x					x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Students <ul style="list-style-type: none"> • support the ideas with relevant details (gr.6) • include relevant information with details to enhance the ideas (gr.7) • include relevant/well-researched details to enhance the ideas (gr.8) 	Writing Achievement Standards, Grades 6-8							x	x		x		x										
<ul style="list-style-type: none"> • answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts (gr. 5 & 6) • identify and articulate personal needs and personal learning needs with growing clarity and some independence (gr. 7) • access appropriate print and nonprint sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence (gr. 8) 	Atlantic English Language Arts Curriculum							x	x	x	x				x								x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> • use their background knowledge to question and analyze information presented in print and visual texts (gr. 5) • recognize that facts can be presented to suit an author’s purpose and point of view – consider information from alternative perspectives (gr. 6) • recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view (gr. 7) • recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries (gr. 8) 	Atlantic English Language Arts Curriculum			x																			

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
Students • respond critically to text; recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping, and bias; (gr.6) propose alternative perspectives (gr. 7&8)	Reading Achievement Standards, Grades 6-8									x						x			x					
• ask and respond to questions to seek clarification or explanation of ideas and concepts (gr. 5 & 6) • know how and when to ask questions that call for elaboration and clarification; give appropriate responses when asked for the same information (gr. 7) • ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions (gr. 8)	Atlantic English Language Arts Curriculum									x						x		x	x			x	x	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
expand on earlier abilities to respond critically to a range of texts in various ways - understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts - recognize how and when personal background influences meaning construction, understanding, and textual response - describe how cultures and reality are portrayed in media texts (gr. 9)	Atlantic English Language Arts Curriculum																						
<ul style="list-style-type: none"> while learning to express personal points of view, develop the ability to find evidence and examples in texts to support personal views about themes, issues, and situations (gr. 7) with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations (gr. 8) 	Atlantic English Language Arts Curriculum																						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Students <ul style="list-style-type: none"> identify main ideas and supporting details using graphic organizers (e.g., timelines, charts, webs); summarize key points (gr.6&7) distinguish between main ideas and supporting details; concisely summarize key information; graphic organizers (e.g., timelines, charts, webs) may be used (gr. 8) 	Reading Achievement Standards, Grades 6-8			/							x	x				x			x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams) (gr. 5) select appropriate note-making strategies from a growing repertoire (gr. 6) understand that note making is purposeful, and has many purposes (e.g. personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms, (e.g. lists, summaries, observations, and descriptions) (gr. 7) begin to use various forms of note making appropriate to various purposes 	Atlantic English Language Arts Curriculum										x	x			x			x						
Students <ul style="list-style-type: none"> interpret relationships among several ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons; support responses with relevant details 	Reading Achievement Standards, Grades 6-8											x			x			x						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Students • use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; provide obvious interpretations of more subtle shades of meaning, and figurative and descriptive language (gr6) • use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; interpret subtle shades of meaning and figurative and descriptive language; interpret symbols (objects, events, motifs) used by	Reading Achievement Standards, Grades 6-8										x	x		x		x							
• select, organize, and combine relevant information, from three to five sources (gr. 6) • gather information from a variety of sources (interviews, film, CDROMs, texts) and integrate ideas in communication (gr. 8)	Atlantic English Language Arts Curriculum										x	x	x	x		x							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning					Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects (gr. 5) explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts (gr. 6) extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those text (gr. 7) elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and 	Atlantic English Language Arts Curriculum										x	x												/
Students <ul style="list-style-type: none"> write with purpose and understand the influence and power of the writer 	Writing Achievement Standards, Grades 6-8													x										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students • draft a piece of writing making critical choices about ideas/content based on purpose and intended audience	Writing Achievement Standards, Grades 6-8													x		x			x					
Students • independently reread to add to, delete from, or reorganize the text to strengthen content	Writing Achievement Standards, Grades 6-8													x										
Students • reread writing aloud for fluency; begin to make changes to sentence structures (gr. 6) • reread writing aloud for fluency; make changes to sentence structures and word choices to provide variety (gr. 7-8)	Writing Achievement Standards, Grades 6-8													x		x								

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students • use appropriate tools (e.g., dictionary, thesaurus, grammar checker, and text models) to edit conventions and strengthen word choice (gr.6-8); may require teacher support for split dialogue (gr. 6)	Writing Achievement Standards, Grades 6-8													x		x			x					
Students • use a variety of publishing formats (e.g., books, pamphlets, posters, web sites) with appropriate text and text features	Writing Achievement Standards, Grades 6-8													x						x				
Students • identify helpful strategies before, during, and after the writing • use specific devices to achieve purpose (instruct, persuade, entertain)	Writing Achievement Standards, Grades 7-8													x		x				x				
Students • explain form choice as it pertains to purpose and intended audience	Writing Achievement Standards, Grades 6-8								/					x						x				/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students <ul style="list-style-type: none"> • select an appropriate form and establish the purpose in the introduction (gr.6-8) • show evidence of logical sequencing (gr. 6-7) • use an underlying structure to present information (e.g., temporal sequence, cause and effect, compare and contrast) (gr.8) • show control of paragraph divisions (gr.6) • express related ideas in paragraphs (gr. 7) • use transitions between and within paragraphs to show sequencing and connections(gr. 8) • provide an obvious conclusion (gr.6) • include a reasonable conclusion(gr. 7) 	Writing Achievement Standards, Grades 6-8													x					x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Students <ul style="list-style-type: none"> include precise/interesting words and/or technical language (gr.6) include descriptive words (adjectives, adverbs, strong verbs, strong nouns) (gr.6) include precise/interesting words and/or technical language (nouns, verbs, adjectives, adverbs) (gr.7) include interesting words and/or technical/subject-specific language to enhance meaning (strong nouns and verbs, colourful adjectives and adverbs) (gr.8) begin to use figurative language (e.g., metaphor, simile) (gr.7) use figurative language (e.g., 	Writing Achievement Standards, Grades 6-8																						
Students <ul style="list-style-type: none"> show awareness of audience (gr.6) connect the audience to the topic/theme (gr. 7) skillfully connect the audience to the topic (gr.8) 	Writing Achievement Standards, Grades 6-8																						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
<ul style="list-style-type: none"> explain and support personal ideas and opinions (gr. 5) defend and/or support their opinions with evidence (gr. 6) express clearly and with conviction a personal point of view, and be able to support that position (gr. 7) state a point of view in a convincing manner, offering relevant information to support that viewpoint (gr. 8) 	Atlantic English Language Arts Curriculum													x									
<ul style="list-style-type: none"> make a conscious attempt to consider the needs and expectations of their audience (gr.6) recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situations (gr.7 & 8) 	Atlantic English Language Arts Curriculum							x					x		x			x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL												
		Planning				Searching			Using				Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection		
Competency	Source																								
<ul style="list-style-type: none"> • use word choice and expression appropriate to the speaking occasion (gr. 5) • use word choice and emphasis, making a conscious attempt to produce a desired effect (gr. 6) • recognize that different purposes and audiences influence communication choices such as vocabulary, sentence structure, rate of speech, and tone during talk; consider appropriate communication choices in various speaking contexts (gr. 7) <ul style="list-style-type: none"> • understand the importance of adapting communication choices such as vocabulary, sentence structure, rate of speech, and tone to meet the needs of different purposes and audiences; select suitable communication choices in various 	Atlantic English Language Arts Curriculum				/	/		x	x					x											

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> engage in, respond to, and evaluate oral presentations (gr. 5) engage in, respond to and evaluate a variety of oral presentations and other texts (gr.6) evaluate speakers and the effectiveness of their talk in particular contexts; identify the verbal and non-verbal language cues used by speakers (e.g. repetition, volume, and eye contact) (gr. 7) evaluate the effectiveness of their own and others' talk in a variety of contexts; employ and consider the effects of verbal and nonverbal language (e.g. summaries, examples, and body gestures) (gr. 8) 	Atlantic English Language Arts Curriculum																						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> produce a range of writing forms, for example, stories, cartoons, journals, business and personal letters, speeches, reports, interviews, messages, poems, and advertisements (gr. 7) continue to develop writing forms previously introduced and expand this range to produce, for example, autobiographies, drama, surveys, graphs, literary responses, biographies, 	Atlantic English Language Arts Curriculum																						
<ul style="list-style-type: none"> address the demands of an increasing variety of purposes and audiences - make informed choices of form, style, and content for specific audiences and purposes (gr. 6) recognize that a writer’s choice of form is influenced by both the writing purpose (to entertain, inform, request, record, describe) and the reader for whom the text is intended (e.g. understand how and why a note to a friend differs from a letter requesting information) (gr. 7) 	Atlantic English Language Arts Curriculum				/	/	/	/	/														

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
<ul style="list-style-type: none"> develop the awareness that content, writing style, tone of voice, language choice, and text organization need to fit the reader and suit the reason for writing (gr. 7) keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization (gr. 8) 	Atlantic English Language Arts Curriculum				/	/	/	/	/				x		x							
<ul style="list-style-type: none"> use the conventions of written language in final products (gr. 6) choose, with increasing regularity, the prewriting, drafting, revising, editing, proofreading, and presentation strategies to aid in producing various texts (gr. 8) 	Atlantic English Language Arts Curriculum											x					x					
<ul style="list-style-type: none"> use technology with increasing proficiency to create, revise, edit, and publish texts (gr. 6) attempt to use various technologies for communicating to a variety of audiences for a range of purposes (gr. 8) 	Atlantic English Language Arts Curriculum											x										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Students <ul style="list-style-type: none"> include glimpses of personal feeling, energy, and individuality (gr.6) begin to generate strong feeling, energy, and individuality (gr. 7) generate strong feeling, energy, and individuality (gr.8) 	Writing Achievement Standards, Grades 6-8												/										
Students <ul style="list-style-type: none"> include different kinds of sentences, with a variety of complex structures 	Writing Achievement Standards, Grades 6-8												/										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students <ul style="list-style-type: none"> reflect on personal use of reading strategies to construct meaning (discussion/teacher prompts/journals) (gr6) recognize and articulate processes and strategies used when reading various texts; identify personal processes (gr. 7) reflect on reading processes and strategies to ensure deeper understanding of content (gr.8) 	Reading Achievement Standards, Grades 6-8															x								x
Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences (gr. 5-8)	Atlantic English Language Arts Curriculum																							x
• reflect on and discuss their own processes and strategies in reading and viewing (gr. 6)	Atlantic English Language Arts Curriculum																							x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
<ul style="list-style-type: none"> reflect on and give reasons for their interpretations of an increasing variety of texts (gr. 6) state personal points of view about what is read and viewed and justify views with increasing regularity (gr. 8) 	Atlantic English Language Arts Curriculum																							x
demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider others' ideas; to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions (gr.8)	Atlantic English Language Arts Curriculum																							x
identify and reflect upon strategies that are effective in helping them to learn; describe their personal growth as language learners and language users (gr. 8)	Atlantic English Language Arts Curriculum																							x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students	Writing Achievement Standards, Grades 6-8																							
<ul style="list-style-type: none"> request, obtain, and make decisions about, constructive criticism 																								
<ul style="list-style-type: none"> contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers (gr. 5) contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others (gr.6) recognize that contributions from many participants are needed to generate and sustain discussions (gr.7) consider and reflect upon the contribution of others' ideas during discussions (gr.8) 	Atlantic English Language Arts Curriculum																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> listen critically to others' ideas or opinions and points of view (gr. 5 & 6) listen attentively to grasp the essential elements of a message, and recognize and consider supporting details (gr.7) listen carefully to identify key points in oral presentations, and evaluate the relevancy of supporting details (gr.8) 	Atlantic English Language Arts Curriculum									/														x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
<ul style="list-style-type: none"> • contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners (gr. 5) • contribute to and respond constructively in conversation, small-group and whole-group discussion (gr. 6) • participate in small-group conversation and whole-class discussion, recognizing that there is a range of strategies that contribute to effective talk (gr. 7) • contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk (gr. 8) 	Atlantic English Language Arts Curriculum																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL												
		Planning					Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection		
<ul style="list-style-type: none"> invite responses to early drafts of their writing/media productions - use audience reaction to help shape subsequent drafts - reflect on their final drafts from a reader's/viewer's/ listener's point of view (gr. 5 & 6) ask for reader feedback while writing and use this feedback when shaping subsequent drafts; consider self-generated drafts from a reader's/viewer's/listener's point of view (gr. 7) know how and when to ask for reader feedback while writing and incorporate appropriate suggestions when revising subsequent drafts; assess self generated 	Atlantic English Language Arts Curriculum																								

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
General - applied across the tool / = IS-21 can be used to help teach this outcome	Reading Achievement Standards, Grades 6	Students: monitor reading and self-correct; adjust strategies (e.g., reread, read on, skim/scan, make connections) according to form, purpose, and specific text challenges; use meaning, structure, and visual cues (e.g., word order, roots, affixes, syllables) to solve unknown words; make reasonable attempts at multi-syllabic and content-specific words; read a wide variety of words with automaticity, including subject-specific terminology and words from oral language; interpret text features (e.g., headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs) and explain how they help the reader understand the text; recognize some aspects of an author's style/technique (e.g., figurative language, dialect, descriptions); explain how this influences the reader's experience; evaluate author's effectiveness by providing relevant examples; recognize purpose, structure, and features of a variety of text forms (e.g., short story, ballad, report, explanation, persuasive, autobiography, science fiction, fantasy)																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	Writing Achievement Standards, Grades 6	Students: select and develop a topic within a chosen form demonstrating an awareness of audience; demonstrate engagement with subject; use correct end punctuation and capitalization; include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence; spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes); follow correct tense, subject/verb agreement, and grammatically correct pronouns (e.g. Give it to Tom and me.)																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Technology Education (2001). Atlantic Provinces Education Foundation	Students will be expected to design, develop, evaluate, and articulate technological solutions; Students will be expected to operate and manage technological systems; Students will be expected to demonstrate an understanding of the history and evolution of technology, and of its social and cultural implications; Students will be expected to demonstrate an understanding of the current and evolving careers and of the influence of technology on the nature of work; Students will be expected to demonstrate an understanding of the consequences of their technological choices.																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	Atlantic English Language Arts Curriculum	Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose; Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts;																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	The Atlantic Canada Framework for Essential Graduation Learnings in Schools	<p>Technological Competence: Graduates will be able, for example, to:</p> <ul style="list-style-type: none"> locate, evaluate, adapt, create and share information using a variety of sources and technologies; demonstrate understanding of and use existing and developing technologies; demonstrate understanding of the impact of technology on society; demonstrate understanding of ethical issues related to the use of technology in a local and global context. <p>Communication: Graduates will be able, for example, to:</p> <ul style="list-style-type: none"> explore, reflect on, and express their own ideas, learnings, perceptions and feelings; demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts; present information and instructions clearly, logically, concisely and accurately for a variety of audiences; access, process, evaluate and share information; interpret, evaluate and express data in everyday language; critically reflect on and interpret ideas presented through a variety of media 																					
For additional outcomes shared by the Atlantic provinces, please review all Atlantic provinces in this matrix.																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21													ePEARL								
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Nova Scotia																							
RPSD 9.6 (relates to 6.3, 6.4) select and refine a research topic, according to teacher-provided criteria, to fulfill a curriculum requirement, with teacher assistance	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005	x	x	x												x		x	x				
PTS 6.3 (relates to 3.3) collaborate with the teacher and peers to use software to brainstorm, develop a thought web, and outline ideas under study	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005		x	x	x	x	x												x			x	
PTS 9.1 (relates to 6.3) use software to brainstorm, develop a thought web, outline, and map ideas under study with independence	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005		x	x									x										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
RPSD 6.1 (relates to 3.1) locate relevant information by using the appropriate organizational features of and search strategies applicable to books, other print, audio CDs, videos, computer software, multimedia, online periodicals, and the Internet, with some teacher assistance	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005				x	x	x	x	x						x		x						
PTS 6.4 (relates to 3.1. 3.3) conduct simple research, then plan and create a representation of their learning, such as a storyboard, a multimedia presentation, an audio recording, a web page, or a print publication independently and in collaboration with others	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005						x	x	x	x	x	x	x			x		x				/	
GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	English Language Arts Outcomes						x	x	x														

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
BOC 6.2/BOC 9.2 use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005							x					x										
GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	English Language Arts Outcomes							x					x					x					
CT 6.1 (relates to 3.1, 3.2) contribute to and learn from online discussions and websites designed for student curriculum use, with teacher supervision and assistance	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005							x					3										
RPSD 9.2 (relates to 6.1, 6.2) create and use electronic charts, maps, tables, graphs, spreadsheets, and databases to collect, analyze and display data independently	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005							/	/	/	/	/											

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
RPSD 9.4 (relates to 6.3, 6.4) assess the quality, comprehensiveness, biases, and perspectives of print, media and electronic resources for use in their curricular studies, with teacher guidance	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005									x									x					
GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	English Language Arts Outcomes		/						/		x	x				x	x		x					
CT 9.3/RPSD 9.5 critically evaluate how style, form, source, and medium influence the accessibility, validity and meaning of information with independence	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005								/					/		x			x					
GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.	English Language Arts Outcomes										x	x		x					x					x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
Competency	Source	Planning			Searching			Using			Support Tools													
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
CT 6.3 (relates to 3.2, 3.3) create, process, and represent their learning using language, conventions, and procedures associated with educational media and information and communication technology, with teacher assistance	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												X											
RPSD 9.3 (relates to 6.1, 6.2) write and represent their research using the structures, features, conventions, and techniques of specialized publication and presentation formats with growing fluency	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												X					X						
PTS 6.6 (relates 3.1, 3.3) create navigable web pages and other forms of multimedia which incorporate text, still and moving images, and links to external resources independently and in collaboration with others	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												X									/		

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL								
Competency	Source	Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
PTS 9.5 (relates to 6.4, 6.5, 6.6) develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												x					x			/	
PTS 9.4 (relates to 6.5, 6.6) create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												x									
GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	English Language Arts Outcomes												x					x		x	x	x
GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	English Language Arts Outcomes								x	x	x		x					x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
PTS 6.5 (relates to 3.4) record and edit still imaged, moving images, and sound to represent their learning to particular audiences, with teacher assistance	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												/										
CT 9.2 (relates to 6.1) design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												/								/		
"CT 9.1 (relates to 6.3, 6.5) use language, in a range of aural, print, media, and electronic forms to explore and express their perceptions, feelings, ideas and attitudes; refine their thinking; and interact, negotiate, and collaborate with others in order to build their understanding "	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												x	x				x			/		x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes	English Language Arts Outcomes												x	/				x		/	/	/
GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision, and effectiveness.	English Language Arts Outcomes											x	x	x		x			x			
SEHI 6.2 (relates to 3.2) demonstrate respect for the privacy and intellectual property of others, maintain their personal privacy and safety	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												x		x		x	x				
RPSD 6.5 (relates to 3.5) acknowledge the sources of their information using simple citation formats, with independence	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												x		x		x	x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
SEHI 6.7 (relates to 3.5) include in their own work the copyrighted materials of others only when permission to do so has been received	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												x			x		x	x					
SEHI 9.3 (relates to 6.7, 6.8) understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												x			x		x	x					
RPSD 9.9 (relates to 6.5) accurately and independently cite information sources	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005												x					x	x					
RPSD 9.8 (relates to 6.1 – 6.4) experience comfort, security and clarity that well-researched solutions and conclusions are valid and reliable, though uncommon or unexpected	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005										/	/	/	/	/									

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
GCO 6: Students will be expected to respond personally to a range of texts. (6.2 support their opinions about texts and features of types of texts)	English Language Arts Outcomes										X	X							X					X
GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	English Language Arts Outcomes										X	X		X					X		X	X		X

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
General - applied across the tool / = IS-21 can be used to help teach this outcome	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005	Basic Operations and Concepts BOC 6.1 (relates to 3.1) safely use school media and computer equipment, and software to support their learning, with growing independence; BOC 6.3 (relates to 3.3) demonstrate effective use of computer keyboards, mice, and other input devices to produce final documents and presentations; BOC 6.4 (relates to 3.4, 3.4) maintain their electronic files and folders on the computer system and network; BOC 6.5 (relates to 3.4) safely exchange electronic mail and attachments with students and others selected by the teacher for curriculum research and communication purposes, with teacher supervision; BOC 6.6 (relates to 3.5) understand and use with increasing facility, a wide range of terminology related to the technology they employ during their studies; BOC 6.7 (relates to 3.6) report malfunctioning equipment to the teacher, and to provide anecdotal information that may be of help to maintenance technicians; BOC 9.1 (Relates to 6.1) operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision; BOC 9.3 (relates to 6.3) demonstrate comfort with keyboarding and manipulation of computer input and peripheral devices as they work; BOC 9.4 (relates to 6.4) manage their electronic files and correspondence efficiently; BOC 9.5 (relates to 6.1, 6.2, 6.3, 6.4) from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance; BOC 9.6 (relates to 6.6) understand and use a wide range of terminology related to the technology they use for learning; BOC 9.7 (relates to 6.7) work safely as they use ICT, applying basic troubleshooting techniques to access...																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source	Social, Ethical, and Human Issues																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005	SEHI 6.1 (relates to 3.1) share information resources, media equipment and computer equipment; SEHI 6.3 (relates to 3.2) begin to identify social and ethical issues associated with the global access and distribution of information; and to develop concern for the accuracy of information, personal privacy and safety when in electronic environments such as Internet, with the assistance of the teacher SEHI 6.4 (relates to 3.3) identify changes in the ways that information is collected, represented and transmitted, and the impacts such changes have on individuals, communities, and cultures; SEHI 6.5 (relates to 3.3) identify and use the social conventions of online communication during Internet communication; SEHI 6.6 (relates to 3.4) identify and give specific examples where cultural values and experiences influence the information and entertainment products they use; SEHI 6.8 (relates to 3.6) follow the Public School Program Network Access and Use Policy SEHI 9.1 (relates to 6.1, 6.2, 6.3) demonstrate understanding of the nature of technology and its impacts on different societies and environments; using technology, in local and global contexts, with due regard for the legal and human rights of others; SEHI 9.2 (relates to 6.3, 6.4, 6.5, 6.6) identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques; SEHI 9.4 (relates to 6.2, 6.7, 6.8) demonstrate an understanding of, and a commitment to, accuracy, ethical behaviour, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study; SEHI 9.6 (relates to 6.8) follow																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005	<p>Productivity</p> <p>PTS 6.1 (relates to 3.1) select from a range of media and software to best represent the content and purpose of their learning with growing independence; PTS 6.2 (relates to 3.2) identify and describe different ways in which information available for use at this level can be created, stored, used, represented, and transmitted with growing independence; PTS 6.7 (relates to 3.1, 3.3) create simple databases of information which they query to discover information patterns and relationships during research</p> <p>PTS 9.2 (relates to 6.1, 6.2, 6.4, 6.5) explore curriculum concepts under study using specialized software; measuring, sampling and recording equipment; and computer-based simulations, with teacher assistance; PTS 9.3 (relates to 6.1, 6.2, 6.4, 6.5, 6.7) explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select</p>																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005	<p>Communication</p> <p>CT 6.2 (relates to 3.1, 3.3) send and receive electronic mail for curriculum purposes, and exchange files of curriculum-related information, with teacher assistance and direction; CT 6.4 (relates to 3.3) identify and give specific examples of how form, standards, conventions, and methods of information transmission affect students their age; CT 6.5 (relates to 3.3) understand and apply basic principles of design and style in representing their learning</p>																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source	Research, Problem Solving, and Decision Making																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	ICT Learning Outcomes, Nova Scotia Department of Education, March, 2005	RPSD 6.2 (relates to 3.2, 3.3) use appropriate technological tools for concept mapping, problem solving, observation, measurement, calculation, graphing and charting to explore concepts under study; RPSD 6.3 (relates to 3.1, 3.2, 3.3) use research information to support arguments, with teacher support; RPSD 6.4 (relates to 3.4) complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media, with some teacher assistance RPSD 9.1 (relates to 6.2) select appropriate measuring and recording devices and/or software to collect data, discover patterns of change over time, solve problems and make logical decisions based on their investigations; with teacher assistance; RPSD 9.7 (relates to 6.1 – 6.4) assess the strengths and limitations of different approaches to research, then select those approaches which more efficiently meet their learning needs, with teacher assistance																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	The Atlantic Canada Framework for Essential Graduation Learnings in Schools	<p>Technological Competence: Graduates will be able, for example, to:</p> <ul style="list-style-type: none"> locate, evaluate, adapt, create and share information using a variety of sources and technologies; demonstrate understanding of and use existing and developing technologies; demonstrate understanding of the impact of technology on society; demonstrate understanding of ethical issues related to the use of technology in a local and global context. <p>Communication: Graduates will be able, for example, to:</p> <ul style="list-style-type: none"> explore, reflect on, and express their own ideas, learnings, perceptions and feelings; demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts; present information and instructions clearly, logically, concisely and accurately for a variety of audiences; access, process, evaluate and share information; interpret, evaluate and express data in everyday language; critically reflect on and interpret ideas presented through a variety of media 																					
For additional outcomes shared by the Atlantic provinces, please review all Atlantic provinces in this matrix.																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
Prince Edward Island																						
use a range of strategies in writing and other ways of representing to - frame questions and design investigations to answer their questions - find topics of personal importance - record, develop, and reflect on ideas - compare their own thoughts and beliefs to those of others - describe feelings, reactions, values, and attitudes - record and reflect on experiences and their responses to them - formulate goals for learning - practice and apply strategies for	Atlantic English Language Arts Curriculum	x	x	x	x	x	x									x		x		/	x	x
Multimedia A8.1 apply planning strategies, (storyboards, scripts, graphic organizing, brainstorming)	Journey On - P.E.I. Department of Education, 2006		x	x	x	x	x								x	x	x	x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning					Searching			Using			Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students • select a specific topic that establishes the purpose and audience (gr.6) • select a specific topic with a main idea that supports the purpose and audience (gr. 7&8)	Writing Achievement Standards, Grades 6-8		x						x															
Concept Maps A4.1 use brainstorming techniques to generate ideas A4.2 create a web (i.e.: literary, concept, character, word, Venn Diagrams, and timelines)	Journey On - P.E.I. Department of Education, 2006			x		x						/				x	x	x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> • use a range of reference texts and a database or an electronic search to facilitate the selection process (gr. 6) • use research strategies such as issue mapping and webbing to guide research (gr. 7) • employ various relevant research strategies such as generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research (gr. 8) 	Atlantic English Language Arts Curriculum		x	x	x	x		x	x							x			x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> demonstrate understanding of how classification systems and basic reference materials are used to facilitate research (gr. 5) demonstrate understanding of the purpose of classification systems and basic reference materials (gr. 6) become increasingly aware of and use periodically the many print and non-print avenues and sources (Internet, documentaries, interviews) through which information can be accessed and selected (gr. 7) experiment with and rely upon a range of print and non-print (email, CD-ROMs) sources for accessing and selecting information (gr. 8) 	Atlantic English Language Arts Curriculum																						
Internet A3.2 use various tools (search engines and directories) and strategies necessary to carry out research	Journey On - P.E.I. Department of Education, 2006						x	x	x						x		x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning					Searching			Using			Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Internet A3.3 obtain/download material (text, graphics, files) from Internet	Journey On - P.E.I. Department of Education, 2006							x	x	x														
Web Authoring B11.3 indicate where file or page is hosted (server, web server, hosting service)	Journey On - P.E.I. Department of Education, 2006								x				x	/		x		x	x					
Students • use text features (e.g., table of contents, glossary, headings/subheadings, index, sidebars, charts/ diagrams, maps, font) to preview, interpret and locate information	Reading Achievement Standards, Grades 6-8							x	x										x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
Database A9.1 use an existing database (CD ROM, Microcat, Dynex, Internet search engine) to find information (sign up for Provincial Library Card - Abbycat) A9.2 perform searches on a database file using logical and Boolean operators (understands commands, scope, filters, and conditions)	Journey On - P.E.I. Department of Education, 2006							x	x							x		x	x					
<ul style="list-style-type: none"> select, independently, texts appropriate to their range of interests and learning needs (gr. 5 & 6) select texts that address their learning needs and range of special interests (gr. 7 & 8) 	Atlantic English Language Arts Curriculum								x	x									x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Students <ul style="list-style-type: none"> respond accurately to most literal questions by selecting and locating relevant details; locate information using a variety of sources (gr.6) respond accurately to most literal questions; skim large amount of text in search of information (gr.7) respond accurately to most literal questions; skim large amount of text in search of information; locate literal information from a variety of texts (gr.8) 	Reading Achievement Standards, Grades 6-8																						
									x	x	x					x		x					
Students <ul style="list-style-type: none"> gather ideas from a variety of sources and use a framework (e.g., web, graphic organizer) to sort and classify the information/ideas and make new connections; apply knowledge of copyright/plagiarism 	Writing Achievement Standards, Grades 6-8																						
									x				x	x				x	x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students <ul style="list-style-type: none"> • support the ideas with relevant details (gr.6) • include relevant information with details to enhance the ideas (gr.7) • include relevant/well-researched details to enhance the ideas (gr.8) 	Writing Achievement Standards, Grades 6-8								x	x		x		x										
<ul style="list-style-type: none"> • answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts (gr. 5 & 6) • identify and articulate personal needs and personal learning needs with growing clarity and some independence (gr. 7) • access appropriate print and nonprint sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence (gr. 8) 	Atlantic English Language Arts Curriculum								x	x	x	x				x			x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> • use their background knowledge to question and analyze information presented in print and visual texts (gr. 5) • recognize that facts can be presented to suit an author’s purpose and point of view – consider information from alternative perspectives (gr. 6) • recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view (gr. 7) • recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries (gr. 8) 	Atlantic English Language Arts Curriculum			x																			

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
Competency	Source	Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Reading and Viewing Students will be expected to <ul style="list-style-type: none"> select, read, and view with understanding a range of literature, information, media, and visual texts interpret, select, and combine information using a variety of strategies, resources, and technologies respond personally to a range of texts respond critically to a range of texts, applying their understanding of language, form, and genre 	Journey On - P.E.I. Department of Education, 2006							x	x	x	x				x			x					
Students <ul style="list-style-type: none"> respond critically to text; recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping, and bias; (gr.6) propose alternative perspectives (gr. 7&8) 	Reading Achievement Standards, Grades 6-8									x					x			x					
Internet E3.1 critically evaluate information and its source based on pre-determined criteria	Journey On - P.E.I. Department of Education, 2006									x					x		x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> ask and respond to questions to seek clarification or explanation of ideas and concepts (gr. 5 & 6) know how and when to ask questions that call for elaboration and clarification; give appropriate responses when asked for the same information (gr. 7) ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions (gr. 8) 	Atlantic English Language Arts Curriculum									X					X		X	X			X	X		

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
expand on earlier abilities to respond critically to a range of texts in various ways - understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts - recognize how and when personal background influences meaning construction, understanding, and textual response - describe how cultures and reality are portrayed in media texts (gr. 8)	Atlantic English Language Arts Curriculum									x			/											

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
<ul style="list-style-type: none"> while learning to express personal points of view, develop the ability to find evidence and examples in texts to support personal views about themes, issues, and situations (gr. 7) with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations (gr. 8) 	Atlantic English Language Arts Curriculum									x	x	x											
Concept Maps A4.5 elaborate on ideas (i.e. adding notes, annotations, etc.)	Journey On - P.E.I. Department of Education, 2006									/	/												

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Students <ul style="list-style-type: none"> • identify main ideas and supporting details using graphic organizers (e.g., timelines, charts, webs); summarize key points (gr.6&7) • distinguish between main ideas and supporting details; concisely summarize key information; graphic organizers (e.g., timelines, charts, webs) may be used (gr. 8) 	Reading Achievement Standards, Grades 6-8			/							x	x				x			x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> • expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams) (gr. 5) • select appropriate note-making strategies from a growing repertoire (gr. 6) • understand that note making is purposeful, and has many purposes (e.g. personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms, (e.g. lists, summaries, observations, and descriptions) (gr. 7) • begin to use various forms of note making appropriate to various purposes and situations (gr. 8) 	Atlantic English Language Arts Curriculum									x	x				x								

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Students • interpret relationships among several ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons; support responses with relevant details	Reading Achievement Standards, Grades 6-8											x				x			x				
Concept Maps A4.3 categorize ideas graphically A4.4 create links between ideas, re-link or delete links between ideas	Journey On - P.E.I. Department of Education, 2006			/		/						/						x	x				
Patterns and Relationships • Students will explore, recognize, represent and apply patterns and relationships, both informally and formally	Journey On - P.E.I. Department of Education, 2006			x								x		x									

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Students • use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; provide obvious interpretations of more subtle shades of meaning, and figurative and descriptive language (gr6) • use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; interpret subtle shades of meaning and figurative and descriptive language; interpret symbols (objects, events, motifs) used by author to convey meaning (gr.8)	Reading Achievement Standards, Grades 6-8										x	x		x		x							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> select, organize, and combine relevant information, from three to five sources (gr. 6) gather information from a variety of sources (interviews, film, CDROMs, texts) and integrate ideas in communication (gr. 8) 	Atlantic English Language Arts Curriculum										x	x	x	x		x							
Database B9.5 create a report from the entire database or selected records	Journey On - P.E.I. Department of Education, 2006										x	x	x	x		x		x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
<ul style="list-style-type: none"> describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects (gr. 5) explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts (gr. 6) extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those text (gr. 7) elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and 	Atlantic English Language Arts Curriculum										x	x												/
Students <ul style="list-style-type: none"> write with purpose and understand the influence and power of the writer 	Writing Achievement Standards, Grades 6-8													x										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Students • draft a piece of writing making critical choices about ideas/content based on purpose and intended audience	Writing Achievement Standards, Grades 6-8													x		x			x					
Students • independently reread to add to, delete from, or reorganize the text to strengthen content	Writing Achievement Standards, Grades 6-8													x										
Students • reread writing aloud for fluency; begin to make changes to sentence structures (gr. 6) • reread writing aloud for fluency; make changes to sentence structures and word choices to provide variety (gr. 7-8)	Writing Achievement Standards, Grades 6-8													x		x								

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Students • use appropriate tools (e.g., dictionary, thesaurus, grammar checker, and text models) to edit conventions and strengthen word choice (gr.6-8); may require teacher support for split dialogue (gr. 6)	Writing Achievement Standards, Grades 6-8												x		x				x				
Students • use a variety of publishing formats (e.g., books, pamphlets, posters, web sites) with appropriate text and text	Writing Achievement Standards, Grades 6-8												x						x				
Students • identify helpful strategies before, during, and after the writing • use specific devices to achieve purpose (instruct, persuade, entertain)	Writing Achievement Standards, Grades 7-8												x		x				x				
Students • explain form choice as it pertains to purpose and intended audience	Writing Achievement Standards, Grades 6-8							/					x						x				/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Students <ul style="list-style-type: none"> • select an appropriate form and establish the purpose in the introduction (gr.6-8) • show evidence of logical sequencing (gr. 6-7) • use an underlying structure to present information (e.g., temporal sequence, cause and effect, compare and contrast) (gr.8) • show control of paragraph divisions (gr.6) • express related ideas in paragraphs (gr. 7) • use transitions between and within paragraphs to show sequencing and connections(gr. 8) • provide an obvious conclusion (gr.6) • include a reasonable conclusion(gr. 7) 	Writing Achievement Standards, Grades 6-8													x					x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Students <ul style="list-style-type: none"> include precise/interesting words and/or technical language (gr.6) include descriptive words (adjectives, adverbs, strong verbs, strong nouns) (gr.6) include precise/interesting words and/or technical language (nouns, verbs, adjectives, adverbs) (gr.7) include interesting words and/or technical/subject-specific language to enhance meaning (strong nouns and verbs, colourful adjectives and adverbs) (gr.8) begin to use figurative language (e.g., metaphor, simile) (gr.7) use figurative language (e.g., 	Writing Achievement Standards, Grades 6-8													x		?			x				
Students <ul style="list-style-type: none"> show awareness of audience (gr.6) connect the audience to the topic/theme(gr. 7) skillfully connect the audience to the topic (gr.8) 	Writing Achievement Standards, Grades 6-8													x					x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> explain and support personal ideas and opinions (gr. 5) defend and/or support their opinions with evidence (gr. 6) express clearly and with conviction a personal point of view, and be able to support that position (gr. 7) state a point of view in a convincing manner, offering relevant information to support that viewpoint (gr. 8) 	Atlantic English Language Arts Curriculum													x										
<ul style="list-style-type: none"> make a conscious attempt to consider the needs and expectations of their audience (gr.6) recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situations (gr.7 & 8) 	Atlantic English Language Arts Curriculum							x					x		x				x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> • use word choice and expression appropriate to the speaking occasion (gr. 5) • use word choice and emphasis, making a conscious attempt to produce a desired effect (gr. 6) • recognize that different purposes and audiences influence communication choices such as vocabulary, sentence structure, rate of speech, and tone during talk; consider appropriate communication choices in various speaking contexts (gr. 7) <ul style="list-style-type: none"> • understand the importance of adapting communication choices such as vocabulary, sentence structure, rate of speech, and tone to meet the needs of different purposes and audiences; select suitable communication choices in various 	Atlantic English Language Arts Curriculum				/	/		x	x					x										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL												
		Planning				Searching			Using				Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection		
Competency	Source																								
<ul style="list-style-type: none"> engage in, respond to, and evaluate oral presentations (gr. 5) engage in, respond to and evaluate a variety of oral presentations and other texts (gr.6) evaluate speakers and the effectiveness of their talk in particular contexts; identify the verbal and non-verbal language cues used by speakers (e.g. repetition, volume, and eye contact) (gr. 7) evaluate the effectiveness of their own and others' talk in a variety of contexts; employ and consider the effects of verbal and nonverbal language (e.g. summaries, 	Atlantic English Language Arts Curriculum													x											

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL									
		Planning					Searching			Using			Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
<ul style="list-style-type: none"> produce a range of writing forms, for example, stories, cartoons, journals, business and personal letters, speeches, reports, interviews, messages, poems, and advertisements (gr. 7) continue to develop writing forms previously introduced and expand this range to produce, for example, autobiographies, drama, surveys, graphs, literary responses, biographies, 	Atlantic English Language Arts Curriculum												x		x			x				
<ul style="list-style-type: none"> address the demands of an increasing variety of purposes and audiences - make informed choices of form, style, and content for specific audiences and purposes (gr. 6) recognize that a writer’s choice of form is influenced by both the writing purpose (to entertain, inform, request, record, describe) and the reader for whom the text is intended (e.g. understand how and why a note to a friend differs from a letter requesting information) (gr. 7) 	Atlantic English Language Arts Curriculum				/	/	/	/	/				x		x			x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> develop the awareness that content, writing style, tone of voice, language choice, and text organization need to fit the reader and suit the reason for writing (gr. 7) keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization (gr. 8) 	Atlantic English Language Arts Curriculum				/	/	/	/	/				x		x								
<ul style="list-style-type: none"> use the conventions of written language in final products (gr. 6) choose, with increasing regularity, the prewriting, drafting, revising, editing, proofreading, and presentation strategies to aid in producing various texts (gr. 8) 	Atlantic English Language Arts Curriculum											x					x						
<ul style="list-style-type: none"> use technology with increasing proficiency to create, revise, edit, and publish texts (gr. 6) attempt to use various technologies for communicating to a variety of audiences for a range of purposes (gr. 8) 	Atlantic English Language Arts Curriculum											x											

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Speaking and Listening Students will be expected to: <ul style="list-style-type: none"> interact with sensitivity and respect, considering the situation, audience, and purpose 	Journey On - P.E.I. Department of Education, 2006													x					x				
Speaking and Listening Students will be expected to: <ul style="list-style-type: none"> communicate information and ideas effectively and clearly, and respond personally and critically 	Journey On - P.E.I. Department of Education, 2006													x		x			x				x
Writing and Other Ways of Representing Students will be expected to: <ul style="list-style-type: none"> use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and use their imaginations 	Journey On - P.E.I. Department of Education, 2006													x		x			x				x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Data Management and Probability • Students will solve problems involving the collection, display and analysis of data • Students will represent and solve problems involving uncertainty	Journey On - P.E.I. Department of Education, 2006													x									
Concept Map B4.1 add fonts, graphics, sound, and colours to enhance ideas	Journey On - P.E.I. Department of Education, 2006													x					x				
Word Processing A7.2 identify examples of desktop publishing (i.e. newspaper, catalogue, ads, brochure)	Journey On - P.E.I. Department of Education, 2006													x		x			x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
Students <ul style="list-style-type: none"> include glimpses of personal feeling, energy, and individuality (gr.6) begin to generate strong feeling, energy, and individuality (gr. 7) generate strong feeling, energy, and individuality (gr.8) 	Writing Achievement Standards, Grades 6-8													/										
Students <ul style="list-style-type: none"> include different kinds of sentences, with a variety of complex structures 	Writing Achievement Standards, Grades 6-8													/										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
Graphics A5.1 create illustrations or graphics by using the various drawing tools A5.2 apply principles of design B5.1 demonstrate various object editing features (i.e.. select, unselect, resize, crop, area fill, add colour and pattern, size adjustment using the mouse or scale, various erasing techniques, object orientation, changing font and text size, colour or appearance, creating text blocks, change text wrap selection and other text manipulation functions)	Journey On - P.E.I. Department of Education, 2006													/										
Word Processing A7.1 create and edit data files and form documents to perform a merge	Journey On - P.E.I. Department of Education, 2006													/										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Multimedia A8.2 create an age/grade appropriate slide show presentation that may contain one or more of the following objects (text, graphics, images, animations, audio and video)	Journey On - P.E.I. Department of Education, 2006													/										
Multimedia A8.4 create graphics, audio and video special effects (animation, virtual reality, panorama)	Journey On - P.E.I. Department of Education, 2006													/										
Social, Ethical, and Health E2.6 adhere to copyright and privacy laws, give credit to sources of information (MLA, APA)	Journey On - P.E.I. Department of Education, 2006												x			x		x	x					
Social, Ethical, and Health E2.7 identify ethical issues involved with Internet content, awareness of inappropriate use of technology	Journey On - P.E.I. Department of Education, 2006												x			x		x						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL									
		Planning					Searching			Using			Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
Students <ul style="list-style-type: none"> reflect on personal use of reading strategies to construct meaning (discussion/teacher prompts/journals) (gr6) recognize and articulate processes and strategies used when reading various texts; identify personal processes (gr. 7) reflect on reading processes and strategies to ensure deeper understanding of content (gr. 8) 	Reading Achievement Standards, Grades 6-8														x							x
Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences (gr. 5-8)	Atlantic English Language Arts Curriculum																					x
<ul style="list-style-type: none"> reflect on and discuss their own processes and strategies in reading and viewing (gr. 6) 	Atlantic English Language Arts Curriculum																					x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> reflect on and give reasons for their interpretations of an increasing variety of texts (gr. 6) state personal points of view about what is read and viewed and justify views with increasing regularity (gr. 8) 	Atlantic English Language Arts Curriculum																						x
demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider others' ideas; to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions (gr.8)	Atlantic English Language Arts Curriculum																						x
identify and reflect upon strategies that are effective in helping them to learn; describe their personal growth as language learners and language users (gr. 8)	Atlantic English Language Arts Curriculum																						x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Students • request, obtain, and make decisions about, constructive criticism	Writing Achievement Standards, Grades 6-8																					x	x
• contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers (gr. 5) • contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others (gr.6) • recognize that contributions from many participants are needed to generate and sustain discussions (gr.7) • consider and reflect upon the contribution of others' ideas during	Atlantic English Language Arts Curriculum																						x
Social, Ethical, and Health E2.2 work co-operatively at work station	Journey On - P.E.I. Department of Education, 2006																						x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Writing and Other Ways of Representing Students will be expected to • create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes	Journey On - P.E.I. Department of Education, 2006													x		x						/	
• listen critically to others’ ideas or opinions and points of view (gr. 5 & 6) • listen attentively to grasp the essential elements of a message, and recognize and consider supporting details (gr.7) • listen carefully to identify key points in oral presentations, and evaluate the relevancy of supporting details (gr.8)	Atlantic English Language Arts Curriculum								/													x	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
<ul style="list-style-type: none"> • contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners (gr. 5) • contribute to and respond constructively in conversation, small-group and whole-group discussion (gr. 6) • participate in small-group conversation and whole-class discussion, recognizing that there is a range of strategies that contribute to effective talk (gr. 7) • contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to 	Atlantic English Language Arts Curriculum																						
																						x	x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning					Searching			Using			Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Telecommunications A10.1 collaborate using software: (i.e.. whiteboard, slideshow, application sharing, chat, messaging, send and receive files, photos, group file sharing, resource sharing (links), online content creation and sharing, assignment drop box, video and audio, discussion forums, journal)	Journey On - P.E.I. Department of Education, 2006																						x	
Telecommunications B10.9 use calendar features such as appointments, tasks, reminder notes/memos	Journey On - P.E.I. Department of Education, 2006																				x			
Telecommunications B10.10 use the organizational features of collaborative tools such as scheduling, calendaring, and interactive syllabus	Journey On - P.E.I. Department of Education, 2006																				x		x	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Atlantic Canada English Language Arts Curriculum Guide	To conduct research and to solve information-related problems, students will use and further develop <ul style="list-style-type: none"> • creative, critical, cognitive, problem-solving, and decision-making progress • communication processes such as reading, viewing, writing, representing, speaking, and listening in a range of media and multimedia formats • technological competencies 																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	Reading Achievement Standards, Grades 6	Students: monitor reading and self-correct; adjust strategies (e.g., reread, read on, skim/scan, make connections) according to form, purpose, and specific text challenges; use meaning, structure, and visual cues (e.g., word order, roots, affixes, syllables) to solve unknown words; make reasonable attempts at multi-syllabic and content-specific words; read a wide variety of words with automaticity, including subject-specific terminology and words from oral language; interpret text features (e.g., headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs) and explain how they help the reader understand the text; recognize some aspects of an author's style/technique (e.g., figurative language, dialect, descriptions); explain how this influences the reader's experience; evaluate author's effectiveness by providing relevant examples; recognize purpose, structure, and features of a variety of text forms (e.g., short story, ballad, report, explanation, persuasive, autobiography, science fiction, fantasy)																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
General - applied across the tool / = IS-21 can be used to help teach this outcome	Writing Achievement Standards, Grades 6	Students: select and develop a topic within a chosen form demonstrating an awareness of audience; demonstrate engagement with subject; use correct end punctuation and capitalization; include internal punctuation (commas, quotation marks, and apostrophes) and paragraphing of dialogue with some competence; spell familiar and commonly used words correctly with close approximations for more complex words (may make a few homophone mistakes); follow correct tense, subject/verb agreement, and grammatically correct pronouns (e.g., Give it to Tom and me.)																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	Technology Education (2001). Atlantic Provinces Education Foundation	Students will be expected to design, develop, evaluate, and articulate technological solutions; Students will be expected to operate and manage technological systems; Students will be expected to demonstrate an understanding of the history and evolution of technology, and of its social and cultural implications; Students will be expected to demonstrate an understanding of the current and evolving careers and of the influence of technology on the nature of work; Students will be expected to demonstrate an understanding of the consequences of their technological choices.																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	Atlantic English Language Arts Curriculum	Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose; Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts;																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Journey On - P.E.I. Department of Education, 2006	<p>Language Arts</p> <p>Speaking and Listening Students will be expected to</p> <ul style="list-style-type: none"> • speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences <p>Writing and Other Ways of Representing Students will be expected to</p> <ul style="list-style-type: none"> • use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness 																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	Journey On - P.E.I. Department of Education, 2006	<p>Science</p> <p>Skills • Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions</p> <p>Knowledge • Students will construct knowledge and understanding of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge</p>																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Journey On - P.E.I. Department of Education, 2006	<p>Social Studies</p> <p>Culture and Diversity</p> <ul style="list-style-type: none"> • Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives <p>Interdependence</p> <ul style="list-style-type: none"> • Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment - locally, nationally, and globally, and the implications for a sustainable future <p>People, Place, and Environment</p> <ul style="list-style-type: none"> • Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment 																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	The Atlantic Canada Framework for Essential Graduation Learnings in Schools	<p>Technological Competence: Graduates will be able, for example, to:</p> <ul style="list-style-type: none"> locate, evaluate, adapt, create and share information using a variety of sources and technologies; demonstrate understanding of and use existing and developing technologies; demonstrate understanding of the impact of technology on society; demonstrate understanding of ethical issues related to the use of technology in a local and global context. <p>Communication: Graduates will be able, for example, to:</p> <ul style="list-style-type: none"> explore, reflect on, and express their own ideas, learnings, perceptions and feelings; demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts; present information and instructions clearly, logically, concisely and accurately for a variety of audiences; access, process, evaluate and share information; interpret, evaluate and express data in everyday language; critically reflect on and interpret ideas presented through a variety of media 																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Intermediate Program of Studies and List of Authorized Material	The goals of public education are to enable the student to: <ul style="list-style-type: none"> - develop the ability to think critically, apply knowledge, and make informed decisions; - acquire the basic knowledge and skills necessary to comprehend and express ideas through the use of words, numbers, and other symbols; - develop a respect for community values, a sense of personal values, and a responsibility for one’s actions; - develop an understanding of fundamental human rights and an appreciation for the worth of all individuals. 																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	Journey On - P.E.I. Department of Education, 2006	Social, Ethical, and Health E2.1 respect equipment and other student’s work E2.2 work co-operatively at work station E2.8 demonstrate caution before sending personal information over the internet E2.9 follow publishing etiquette (suitable language, no discrimination, etc.). Adhere to the guidelines for school web pages as outlined by PEI Department of Education																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Journey On - P.E.I. Department of Education, 2006	Computer Systems A1.1 make use of help features to independently find solutions to problems B1.1 login, open and close a program, open, save and close a file with mouse B1.3 begin to work with more than one file open at once (multi-task) B1.4 differentiate between "Save" and "Save as..." B1.5 be able to identify the common windows components of a given software screen (eg. menu bar, button bar, cursor, insertion point) B1.12 demonstrate proper use of network printing, choose proper printer, recognizes process and purpose of Print Queues B1.15 modify and utilize master pages/templates B1.16 import and export files to other formats (.html, .pdf) C1.1 identify technologies that are found in everyday life																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	Journey On - P.E.I. Department of Education, 2006	Internet A3.1 demonstrate awareness of the Internet as a source of information B3.1 Use the various browser navigation tools (back, forward, history) B3.3 distinguish among various file formats (file extensions), required plugins, file compression/decompression utilities																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Journey On - P.E.I. Department of Education, 2006	Multimedia B8.1 navigate multimedia resources such as slide shows, online resources or CD rom interactive educational activities B8.2 use multimedia creation and editing tools (screen captures, scanner, sound recording, digital image editing software: still and video) B8.3 convert file formats for a particular application (.jpg, gif, .bmp, mp3, wav, avi, mpeg, mov, etc.)																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	Journey On - P.E.I. Department of Education, 2006	<p>Word Processing</p> <p>B7.1 use a grade level appropriate word processor to create and edit written work</p> <p>B7.2 locate characters on a keyboard and identify functions of word processing (i.e.. cursor, insertion point, enter key, space bar, upper case, backspace, shortcut key)</p> <p>B7.3 use editing tools to revise work (i.e. spell check, thesaurus, find and replace)</p> <p>B7.4 change font, size, colour, style (i.e.. bold, italics, underline, insert special characters, drop capitals)</p> <p>B7.5 format text (i.e.. justification, line spacing, outlines and bullets, text wrap)</p> <p>B7.6 format documents (i.e.. using margins, tab rulers, indents, page center, border, watermark)</p> <p>B7.7 insert a graphic and manipulate, (i.e.. resize, add borders and fill, create text art)</p> <p>B7.8 insert and format tables and text boxes (i.e.. lines, fill, columns, rows, borders, alignment)</p> <p>B7.9 format multi-page documents with headers, footers, page numbers, page breaks and keep text together function, change page orientation/size (i.e.. text</p>																					
For additional outcomes shared by the Atlantic provinces, please review all Atlantic provinces in this matrix.																							

Newfoundland

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.	English Language Arts Outcomes						x	x	x														
GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	English Language Arts Outcomes								x	x	x		x										
GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.	English Language Arts Outcomes			/					/	x	x				x	x			x				
GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.	English Language Arts Outcomes												x	x	x	x				x			
GCO 6: Students will be expected to respond personally to a range of texts.	English Language Arts Outcomes												x	x						x			x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
GCO 8: Students will be expected to use writing and representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.	English Language Arts Outcomes										x	x		x					x				x
GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	English Language Arts Outcomes													x	x				x		x	x	x
GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.	English Language Arts Outcomes													x					x				
GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	English Language Arts Outcomes																		x		x	x	x
GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.	English Language Arts Outcomes													x	/				x	/	/	/	/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
General - applied across the tool / = IS-21 can be used to help teach this outcome	The Atlantic Canada Framework for Essential Graduation Learnings in Schools	<p>Technological Competence: Graduates will be able, for example, to:</p> <ul style="list-style-type: none"> locate, evaluate, adapt, create and share information using a variety of sources and technologies; demonstrate understanding of and use existing and developing technologies; demonstrate understanding of the impact of technology on society; demonstrate understanding of ethical issues related to the use of technology in a local and global context. <p>Communication: Graduates will be able, for example, to:</p> <ul style="list-style-type: none"> explore, reflect on, and express their own ideas, learnings, perceptions and feelings; demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts; present information and instructions clearly, logically, concisely and accurately for a variety of audiences; access, process, evaluate and share information; interpret, evaluate and express data in everyday language; critically reflect on and interpret ideas presented through a variety of media 																					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source	Technology Education curriculum <ul style="list-style-type: none"> • GCO 1: Technological Problem Solving. Students will be expected to design, develop, evaluate, and articulate technological solutions. • GCO 2: Technological Systems. Students will be expected to evaluate and manage technological systems. • GCO 3: History and Evolution of Technology. Students will be expected to demonstrate an understanding of the history and evolution of technology, and of its social and cultural implications. • GCO 5: Technological Responsibility. Students will be expected to demonstrate an understanding of the consequences of their technological choices. 																					
General - applied across the tool / = IS-21 can be used to help teach this outcome	Technology Education Communications Technology Module																						
For additional outcomes shared by the Atlantic provinces, please review all Atlantic provinces in this matrix.																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
Nunavut																						
Explore thoughts, ideas, feelings, and experiences <i>Set Goals</i> <ul style="list-style-type: none"> • set personal goals to enhance language learning and use (gr. 5) • assess personal language use and revise personal goals to enhance language learning and use (gr. 6) • use appropriate terminology to discuss developing abilities in personal language learning and use (gr. 7) • self-monitor growth in language learning and use, using predetermined criteria (gr. 8) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)	x																	x			/
Manage ideas and information <i>Create and Follow a Plan</i> <ul style="list-style-type: none"> • create and follow a plan to collect and record information within a pre-established time frame (gr. 6) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)		x	x	x	x	x	x	x								x	x	x			/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Manage ideas and information <i>Ask Questions</i> <ul style="list-style-type: none"> • formulate general and specific questions to identify information needs (gr. 5) • formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information (gr. 8) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)		x	x											x		x	x					
Manage ideas and information <i>Use Personal Knowledge</i> <ul style="list-style-type: none"> • summarize personal knowledge of a topic in categories to determine information needs (gr. 5) • determine personal knowledge of a topic to generate possible areas of inquiry or research (gr. 8) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)			x											x								

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
Manage ideas and information <i>Participate in Group Inquiry</i> • share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research (gr. 5) • contribute ideas, knowledge, and strategies to help identify group information needs and sources (gr. 8)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)			X			X				X				X							X
Explore thoughts, ideas, feelings, and experiences <i>Express Ideas</i> • use personal experiences as a basis for exploring and expressing opinions and understanding (gr. 5)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)			X							X		X									X

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
Explore thoughts, ideas, feelings, and experiences <i>Express Ideas</i> • explore diverse ideas to develop conclusions, opinions, and understanding (gr. 8)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)		X	X				X	X	X	X	X	X	X				X						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL									
		Planning					Searching			Using			Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
<p>Explore thoughts, ideas, feelings, and experiences <i>Extend Understanding</i></p> <ul style="list-style-type: none"> appraise ideas for clarity and ask extending questions (gr. 5) appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world (gr. 6) ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding (gr. 7) reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity (gr. 8) 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>		X	X													X	X				X

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<p>Comprehend and respond personally and critically to oral, print, and other media texts <i>Textual Cues</i></p> <ul style="list-style-type: none"> • use textual cues [such as key ideas, sequence of major events, table of contents, glossaries...] to construct and confirm meaning (gr. 5) • use textual cues [such as the structures and elements of specific genres...] to construct and confirm meaning and interpret texts (gr. 8) 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>						X	X	X	X									X				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<p>Comprehend and respond personally and critically to oral, print, and other media texts</p> <p><i>Cueing Systems</i></p> <ul style="list-style-type: none"> • use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as word order; context clues; structural analysis to identify roots, prefixes, suffixes...] to construct and confirm meaning; use a dictionary to determine word meaning in context (gr. 5) 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>			X			X	X	X														

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Comprehend and respond personally and critically to oral, print, and other media texts <i>Experience Various Texts</i> <ul style="list-style-type: none"> • experience texts from a variety of genres [such as historical fiction, myths, biographies...] and cultural traditions; explain preferences for particular types of a variety of texts (gr. 5) • experience texts from a variety of genres [such as magazine articles, diaries, drama, advertisements...] and cultural traditions; compare own 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)						x	x	x	x												/	x
Explore thoughts, ideas, feelings, and experiences <i>Express Preferences</i> <ul style="list-style-type: none"> • explore oral, print, and other media texts recommended by peers (gr. 7) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)							x										x			x	x	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Manage ideas and information <i>Access Information</i> • use a variety of tools [such as bibliographies, thesauri, technology...] to access information and ideas; use visual and auditory cues [such as captions, intonation, staging...] to identify relevant information (gr. 6)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)							X	X							X		X	X				
Comprehend and respond personally and critically to oral, print, and other media texts <i>Forms and Genres</i> • understand and use a variety of forms of texts [such as poetry, articles, news reports, documentaries...] (gr. 5) • recognize key characteristics of a variety of genres of oral, print, and other media texts [such as novels, biographies, autobiographies, myths, poetry, drawings and prints...] (gr. 6)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)								X	X				X									

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL									
		Planning					Searching			Using			Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
<p>Manage ideas and information <i>Make Sense of Information</i></p> <ul style="list-style-type: none"> recognize organizational patterns [such as main ideas and supporting details, explanation, comparison and contrast, cause and effect, sequence...] of oral, print, and other media texts to construct meaning; skim, scan, and listen for key words and phrases] (gr. 5) determine literal and implied meaning of oral, print, and other media texts using a variety of strategies and cues [such as headings, subheadings, topic sentences, summaries, camera angles, staging and pacing, screening out irrelevant information...] (gr. 7) 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>						x	x	x	x								x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Manage ideas and information <i>Evaluate Information</i> <ul style="list-style-type: none"> • evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information (gr. 6) • set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes (gr. 8) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)																						
Manage ideas and information <i>Make Sense of Information</i> <ul style="list-style-type: none"> • construct meaning from oral, print, and other media texts using direct statements, implied meaning, and inferences; adjust reading and viewing rates according to purpose, topic, density of information, and organizational patterns of texts (gr. 8) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)																						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Manage ideas and information <i>Identify Sources</i> <ul style="list-style-type: none"> answer inquiry or research questions using a variety of information sources [such as newspapers, series by the same writer, scripts, diaries, elders, interviews, trips, oral traditions...] (gr. 5) extend inquiry and research questions using a variety of information sources [such as adults, peers, advertisements, adolescent magazines, lyrics...] (gr. 7) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)						x	x	x	x	x	x				x			x					
Manage ideas and information <i>Identify Sources</i> <ul style="list-style-type: none"> distinguish between fact and opinion when inquiring or researching using a variety of information sources [such as artifacts, debates, forums, biographies, autobiographies...]] (gr. 8) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)									x									x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Manage ideas and information <i>Evaluate Sources</i> • determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria (gr. 5)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)																						
Celebrate and build community <i>Appreciate Diversity</i> • interpret the choices and motives of individuals presented in oral, print, and other media texts and examine how they relate to self and others (gr. 8)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)																						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<p>Comprehend and respond personally and critically to oral, print, and other media texts <i>Appreciate the Artistry of Texts</i></p> <ul style="list-style-type: none"> • identify descriptive and figurative language in a variety of oral, print, and other media texts and discuss how it enhances understanding of people, places, and actions (gr. 6) • identify and describe techniques used to create mood in oral, print, and other media texts (gr. 8) 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>								/				/										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
<p>Explore thoughts, ideas, feelings, and experiences <i>Develop Understanding</i></p> <ul style="list-style-type: none"> • use prior knowledge and experiences selectively to make sense of new information in a variety of contexts (gr. 5) • reflect on prior knowledge and experiences to arrive at new understanding (gr.6) • recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding (gr.7) • discuss the importance of reflecting on prior experiences and knowledge to 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>			x							x											

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<p>Comprehend and respond personally and critically to oral, print, and other media texts</p> <p><i>Prior Knowledge</i></p> <ul style="list-style-type: none"> describe and build upon connections between previous experiences, prior knowledge, and a variety of texts (gr. 5) seek connections between previous experiences, prior knowledge, and a variety of texts (gr.6) explain connections between previous experiences, prior knowledge, and a variety of texts (gr.7) make connections between previous experiences, prior knowledge, and a variety of texts, and apply them to new 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>			x																			/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<p>Explore thoughts, ideas, feelings, and experiences <i>Combine Ideas</i></p> <ul style="list-style-type: none"> • explain the importance of linking personal perceptions and ideas to new concepts (gr. 5) • explain personal viewpoints in clear and meaningful ways and revise previous understanding (gr.6) • summarize and represent personal viewpoints in clear and meaningful ways (gr.7) • articulate, represent, and explain 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>			/	/	/																	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
Manage ideas and information <i>Organize Information</i> • organize information and ideas into categories [such as what, who, where, why, when, how...] using a variety of strategies [such as webbing, using graphic organizers, sequencing...] (gr. 5)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)			/							x	x		x		x						
Explore thoughts, ideas, feelings, and experiences <i>Consider Others' Ideas</i> • compare own and others' insights and viewpoints (gr. 7) • integrate new understanding with previous viewpoints and interpretations (gr. 8)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)									x	x									x	x	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Manage ideas and information <i>Record Information</i> • make notes on a topic, combining information from more than one source; reference sources appropriately (gr. 6)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)										X	X	X	X		X		X	X				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<p>Comprehend and respond personally and critically to oral, print, and other media texts <i>Connect Self, Texts, and Culture</i></p> <ul style="list-style-type: none"> • discuss own and others’ understanding of various community and cultural traditions in various times and places as portrayed in a variety of oral, print, and other media texts (gr. 6) • compare own with others’ understanding of people, cultural traditions, and values portrayed in a variety of oral, print, and other media texts (gr. 7) • discuss how similar ideas, people, experiences, and traditions are conveyed in a variety of oral, print, and other media texts (gr. 8) 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>								x	x				x								x	x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
<p>Enhance the clarity and artistry of communication <i>Choose Forms</i></p> <ul style="list-style-type: none"> choose forms [such as news stories, interviews, reports, diagrams...] appropriate to a variety of audiences and purposes (gr. 5) compose using specific forms [such as biographies, letters to the editor, newspaper articles, audio-visual presentations...] appropriate for content, audience, and purpose (gr. 8) 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>						/	/	/					x					x					x
<p>Comprehend and respond personally and critically to oral, print, and other media texts <i>Create Original Texts</i></p> <ul style="list-style-type: none"> create original texts [such as short stories, news broadcasts, poems, video presentations, readers' theatre...] to communicate and demonstrate understanding of forms and techniques 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>													x	x			x				/		x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
Enhance the clarity and artistry of communication Revise Content • revise for content, organization, and clarity (gr. 5) • revise to eliminate unnecessary information (gr. 6) • revise to enhance meaning and effect according to audience and purpose (gr. 8)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)	?							?					x										
Enhance the clarity and artistry of communication <i>Enhance Legibility</i> • write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of software design elements [such as spacing, graphics, titles and headings, variety of font sizes and styles...] when appropriate (gr. 6)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)													x										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<p>Enhance the clarity and artistry of communication <i>Grammar and Usage</i></p> <ul style="list-style-type: none"> • edit to eliminate fragments and run-on sentences (gr. 5) • edit for subject-verb agreement, appropriate verb tense, and correct pronoun references (gr. 6) • edit for consistent verb tense and to eliminate unnecessary repetition of words and ideas (gr. 7) • edit for sentence variety, word choice, and tone appropriate to audience and purpose, and to eliminate misplaced modifiers (gr. 8) 	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>																						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Enhance the clarity and artistry of communication <i>Capitalization and Punctuation</i> • know how to capitalize and punctuate compound sentences, headings, and titles, and apply these conventions when editing and proofreading (gr. 5)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)																						
Enhance the clarity and artistry of communication <i>Spelling</i> • know Canadian spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources when editing and proofreading	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)																				/		

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Celebrate and build community <i>Evaluate Group Process</i> • assess group process using checklists, and determine areas for development (gr. 5) • assess own contributions to group process, set personal goals for enhancing work with others, and monitor group process using checklists (gr. 6)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)													x		x			x			x	x
Enhance the clarity and artistry of communication <i>Organize Ideas</i> • use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts (gr. 5)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)								/				/										

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Explore thoughts, ideas, feelings, and experiences <i>Experiment with Language and Forms</i> <ul style="list-style-type: none"> recognize and use favourite forms of self-expression (gr. 5) experiment with new forms of self-expression (gr. 6) expand self-expression in oral, written, and visual forms (gr. 7) experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms (gr. 8) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)													/										/
Manage ideas and information <i>Record Information</i> <ul style="list-style-type: none"> record information in own words; cite authors and titles alphabetically and provide publication dates of sources (gr. 5) 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)								X				X	X		X		X	X					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
Manage ideas and information <i>Develop New Understanding</i> • assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research (gr. 5) • organize new information and connect it to prior knowledge; reflect on the impact of new information on the inquiry or research process (gr. 7)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)		/								x	x			x							x
Explore thoughts, ideas, feelings, and experiences <i>Consider Others' Ideas</i> • seek others' viewpoints to build on personal responses and understanding (gr. 5) • select from others' ideas and observations to develop thinking and understanding (gr. 6)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)																			x	x	x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL								
		Planning					Searching			Using				Support Tools								
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration
Celebrate and build community <i>Share and Compare Responses</i> • express personal reactions to a variety of experiences and texts and compare them with the reactions of others (gr. 8)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)																				x	x
Explore thoughts, ideas, feelings, and experiences <i>Express Ideas</i> • engage in exploratory communication to share personal responses and discover own interpretations (gr. 6) • use exploratory language to discuss and record a variety of opinions and conclusions (gr. 7)	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)											/	x							x	x	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<p>Enhance the clarity and artistry of communication <i>Share Ideas and Information</i> •share information on a topic with class members in a planned and focused group session using a variety of strategies [such as interactive dialogues, demonstrations, dramatizations, audio-visual and artistic representations...] (gr. 6) • plan and facilitate small-group activities and short, whole-class sessions to share information on a topic using a variety of engaging methods [such as</p>	<p>Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)</p>																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Celebrate and build community <i>Cooperate with Others</i> <ul style="list-style-type: none"> • distinguish between on-task and off-task ideas and behaviours in a group, and stay on task (gr. 5) • assist group members to maintain focus and complete tasks (gr. 6) • contribute to group efforts to reach consensus or conclusions (gr. 7) • engage in dialogue to understand the feelings and viewpoints of others and 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)																							x
Celebrate and build community <i>Cooperate with Others</i> <ul style="list-style-type: none"> • assume the responsibilities for various group roles (gr. 5) • select and assume roles to assist in the achievement of group goals (gr. 6) • present group conclusions or findings to classmates (gr. 7) • organize and complete tasks 	Common Curriculum Framework for English Language Arts K-12 (WCP, 1998)																					/		x
For additional outcomes please refer to the Western provinces' outcomes listed in this matrix.																								

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Northwest Territories																							
Access and explore prior knowledge and experiences of self and others <i>Discover and Explore</i> 1.1.1 Express Ideas and Consider Others' Ideas 1.1.2 Express Preferences 1.1.3 Set Goals	2011 NWT English Language Arts Curriculum	x		x																/		x	x
Plan and Focus an inquiry or research and interpret and analyze information and ideas, through a process <i>Plan and Focus</i> 3.1.1 Use Personal Knowledge 3.1.2 Ask Questions 3.1.3 Create, Follow, and Reflect on a Plan	2011 NWT English Language Arts Curriculum		x	x	x	x	x	x	x		x					x			x				x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Comprehend and respond personally and critically to oral, print, and other media texts, through a process <i>Use Strategies and Cues</i> 2.1.1 Prior Knowledge & Connections 2.1.2 Comprehension Strategies 2.1.3 Text Features 2.1.4 Cueing Systems (3-9)	2011 NWT English Language Arts Curriculum				x	x	/	/	x	x	x	x	/		x				x				
Access and explore prior knowledge and experiences of self and others <i>Clarify and Extend</i> 1.2.1 Combine Ideas and Develop Understanding 1.2.2 Explain Opinions	2011 NWT English Language Arts Curriculum		/	x	/	/	/	/	/	/	x	x	x	x								x	x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Clarify and enhance oral, written, and visual forms of communication, through a process <i>Generate and Focus</i> 4.1.1 Generate and Focus Ideas 4.1.2 Prepare to create Texts: Forms, Genres, Audience, Purpose 4.1.3 Create Original Texts	2011 NWT English Language Arts Curriculum		x	x	x	x			x					x		x			x				
Comprehend and respond personally and critically to oral, print, and other media texts, through a process <i>Understanding Forms and Techniques</i> 2.3.1 Forms and Genres 2.3.2 Elements of Texts 2.3.3 Word Choice and Artistry of Texts	2011 NWT English Language Arts Curriculum						x	x	x	x				x		x		x	x				/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
Plan and Focus an inquiry or research and interpret and analyze information and ideas, through a process <i>Select and Process</i> 3.2.1 Identify Sources of Information 3.2.2 Evaluate Sources 3.2.3 Access Information 3.2.4 Use Strategies to Make Sense of Information	2011 NWT English Language Arts Curriculum						x	x	x	x	x	x	x			x		x	x					
Comprehend and respond personally and critically to oral, print, and other media texts, through a process <i>Respond to Texts</i> 2.2.1 Experience Various Texts 2.2.2 Respond to Various Texts 2.2.3 Connect Self, Texts, and Culture	2011 NWT English Language Arts Curriculum							x	x	x	x	x	x		x		x	x						x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Plan and Focus an inquiry or research and interpret and analyze information and ideas, through a process <i>Organize, Record, and Evaluate</i> 3.3.1 Organize Information 3.3.2 Record Information 3.3.3 Evaluate Information 3.3.4 Synthesize Information	2011 NWT English Language Arts Curriculum									X	X	X				X		X	X				
Clarify and enhance oral, written, and visual forms of communication, through a process <i>Attend to Conventions</i> 4.3.1 Grammar and Usage 4.3.2 Spelling 4.3.3 Capitalization and Punctuation	2011 NWT English Language Arts Curriculum													X		X							
Clarify and enhance oral, written, and visual forms of communication, through a process <i>Engage Audience</i> 4.4.1 Effective Presentations	2011 NWT English Language Arts Curriculum													X		X			X		/		

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
Clarify and enhance oral, written, and visual forms of communication, through a process <i>Enhance and Improve</i> 4.2.1 Appraise Own and Others' Work 4.2.2 Revise Content	2011 NWT English Language Arts Curriculum													x					x		x	x	
Celebrate and build community within the home, school, workplace and wider society <i>Encourage, Support and Work with Others</i> 5.1.1 Work in Groups 5.1.3 Evaluate Group Processes	2011 NWT English Language Arts Curriculum																					x	
Celebrate and build community within the home, school, workplace and wider society <i>Develop and Celebrate Community</i> 5.2.1 Share and Compare Responses	2011 NWT English Language Arts Curriculum																					x	
For additional outcomes please refer to the Western provinces' outcomes listed in this matrix.																							

Yukon

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
As stated on the Yukon Website: "The Government of Yukon is a full partner in the Western and Northern Canadian Protocol (WNCP). This protocol supports the development of common curriculum frameworks for Western and Northern Canada. Within these frameworks, the British Columbia program of	Curriculum - Government of Yukon	<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> </div>																					
For additional outcomes please refer to the Western provinces' outcomes listed in this matrix.																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Common Core State Standards (USA)																								
CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Common Core State Standards (2010) Writing: <i>Research to Build and Present Knowledge</i>																							
CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-Literacy.W.7.8 & 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Common Core State Standards (2010) Writing: <i>Research to Build and Present Knowledge</i>																							
				x			x	x	x	x	x	x	x	x	x	x		x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
<p>CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Common Core State Standards (2010) Information Text: <i>Craft and Structure</i></p>																							
					x				x	x				x									/	/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-Literacy.RL: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; (6.4) analyze the impact of a specific word choice on meaning and tone. (8.4) analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Common Core State Standards (2010) Literature: <i>Craft and Structure</i>				x			x	x				x					x				/	/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RF.5.4a Read grade-level text with purpose and understanding. • CCSS.ELA-Literacy.RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Common Core State Standards (2010) Foundational Skills: <i>Fluency</i>					x	x	x	x							x		x	x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
<p>CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>CCSS.ELA-Literacy.RI.6.10&7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>Common Core State Standards (2010)</p> <p>Information Text: <i>Range of Reading and Level of Text Complexity</i></p>																							
									x	x	x					x		x	x					/

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Common Core State Standards (2010) Literature: <i>Craft and Structure</i>							/	/				/									/	/
CCSS.ELA-Literacy.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	Common Core State Standards (2010) Literature: <i>Craft and Structure</i>									3									x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Common Core State Standards (2010) Information text: Key Ideas and Details							x	x	x						x			x				
CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CCSS.ELA-Literacy.RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Common Core State Standards (2010) Information Text: Craft and Structure									x	x	x	/		x				x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning				Searching			Using				Support Tools										
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Common Core State Standards (2010) Speaking and Listening: Comprehension and Collaboration									x	x		/		x		x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<p>CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Common Core State Standards (2010)</p> <p>Information text:</p> <p><i>Integration of Knowledge and Ideas</i></p>									x	x	x	/		x			x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL										
		Planning					Searching			Using			Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CCSS.ELA-Literacy.SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Common Core State Standards (2010) Speaking and Listening: Comprehension and Collaboration									x	x					x			x				
CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Common Core State Standards (2010) Information Text: Craft and Structure									x	x	x	/		x				x				

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when important evidence is introduced	Common Core State Standards (2010) Information text: <i>Integration of Knowledge and Ideas</i>										x	x		x				x	x					
CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Common Core State Standards (2010) Information text: <i>Key Ideas and Details</i>										x	x	x	x		x		x	x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Common Core State Standards (2010) Information text: Key Ideas and Details										x	x		x		x			x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<p>CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>Common Core State Standards (2010)</p> <p>Information text:</p> <p><i>Integration of Knowledge and Ideas</i></p>																						

LEGEND
 / = IS-21 can be used to help teach this outcome
 X = applies to level 2 and 3
 3 = applies to level 3
 Red textbox = poorly or not addressed in IS-21
 Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
CCSS.ELA-Literacy.W.5.9 & 6.9 & 7.9 & 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Common Core State Standards (2010) Writing: Research to Build and Present Knowledge										x	x		x		x		x	x					x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning					Searching			Using				Support Tools										
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
<p>CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Common Core State Standards (2010)</p> <p>Speaking and Listening:</p> <p><i>Presentation of Knowledge and Ideas</i></p>																							

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-Literacy.W.6.4 & 7.4 & 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Common Core State Standards (2010) Writing: <i>Production and Distribution of Writing</i>																						
														X		X		X	X				X

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
CCSS.ELA-Literacy.W.5.5 & 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.W.7.5 & 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	Common Core State Standards (2010) Writing: <i>Production and Distribution of Writing</i>												x		x		x	x					x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21											ePEARL											
		Planning					Searching			Using			Support Tools											
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Common Core State Standards (2010) Writing: <i>Production and Distribution of Writing</i>													x		x	x	x	x	x	x	x	x	x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. CCSS.ELA-Literacy.SL.6.6 & 7.6 & 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Common Core State Standards (2010) Speaking and Listening: Presentation of Knowledge and Ideas												x		x		x	x						
CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-Literacy.W.6.1 & 7.1 & 8.1 Write arguments to support claims with clear reasons and relevant evidence.	Common Core State Standards (2010) Writing: Text Types and Purposes												x		x		x	x						x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • CCSS.ELA-Literacy.W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 	Common Core State Standards (2010) Writing: Text Types and Purposes													x		x			x				x
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details. • CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 	Common Core State Standards (2010) Writing: Text Types and Purposes													x		x			x				x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> CCSS.ELA-Literacy.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). CCSS.ELA-Literacy.W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 	Common Core State Standards (2010) Writing: Text Types and Purposes													x		x			x					x
<ul style="list-style-type: none"> CCSS.ELA-Literacy.W.6.1d & 7.1d & 8.1d Establish and maintain a formal style. 	Common Core State Standards (2010) Writing: Text Types and Purposes													x		x			x					x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.5.1d Provide a concluding statement or section related to the opinion presented. • CCSS.ELA-Literacy.W.8.1e Provide a concluding statement or section that follows from and supports the argument presented. 	Common Core State Standards (2010) Writing: Text Types and Purposes												x			x			x				x
CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-Literacy.W.6.2 & 7.2 & 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Common Core State Standards (2010) Writing: Text Types and Purposes												x			x			x				x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • CCSS.ELA-Literacy.W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 	Common Core State Standards (2010) Writing: Text Types and Purposes													x		x								x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • CCSS.ELA-Literacy.W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 	Common Core State Standards (2010) Writing: Text Types and Purposes										x		x	x		x			x					x
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). • CCSS.ELA-Literacy.W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 	Common Core State Standards (2010) Writing: Text Types and Purposes											x		x		x			x					x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
Competency	Source	Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> CCSS.ELA-Literacy.W.5.2d & 6.2d & 7.2d & 8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. 	Common Core State Standards (2010) Writing: Text Types and Purposes				x			x						x		x			x				x
<ul style="list-style-type: none"> CCSS.ELA-Literacy.W.6.2e & 7.2e & 8.2e Establish and maintain a formal style. 	Common Core State Standards (2010) Writing: Text Types and Purposes													x					x				x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using			Support Tools												
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented. • CCSS.ELA-Literacy.W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented. 	Common Core State Standards (2010) Writing: Text Types and Purposes													x					x					x
CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Common Core State Standards (2010) Speaking and Listening: Presentation of Knowledge and Ideas													x					x					

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
CCSS.ELA-Literacy.L.5.1 & 6.1 & 7.1 & 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Common Core State Standards (2010) Language: <i>Conventions of Standard English</i>	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x
CCSS.ELA-Literacy.L.5.2 & 6.2 & 7.2 & 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Common Core State Standards (2010) Language: <i>Conventions of Standard English</i>	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
CCSS.ELA-Literacy.L.5.3 & 6.3 & 7.3 & 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Common Core State Standards (2010) Language: <i>Knowledge of Language</i>	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x
CCSS.ELA-Literacy.SL.5.1 & 6.1 & 7.1 & 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade specific] topics, texts, and issues, building on others' ideas and expressing their own clearly.	Common Core State Standards (2010) Speaking and Listening: <i>Comprehension and Collaboration</i>																				x	x	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL									
		Planning				Searching			Using			Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
Competency	Source																						
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • CCSS.ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 	Common Core State Standards (2010) Speaking and Listening: <i>Comprehension and Collaboration</i>																						
																						X	X

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

Competency	Source	IS-21												ePEARL									
		Planning					Searching			Using				Support Tools									
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles. • CCSS.ELA-Literacy.SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 	Common Core State Standards (2010) Speaking and Listening: <i>Comprehension and Collaboration</i>	x																	x	x	x		
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • CCSS.ELA-Literacy.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 	Common Core State Standards (2010) Speaking and Listening: <i>Comprehension and Collaboration</i>																						

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon

Note: All curricula outcomes listed are direct quotes

		IS-21												ePEARL										
		Planning				Searching			Using				Support Tools											
		Start Project	Define	Brainstorm	Keywords	Search Strings	Resources	Explore	Select	Review	Note taking	Synthesis	Acknowledge	Produce	Report	Help Screens	Inquiry Navigation	Game	Teacher Resources	Calendar	Feedback	Collaboration	Reflection	
Competency	Source																							
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • CCSS.ELA-Literacy.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	Common Core State Standards (2010) Speaking and Listening: <i>Comprehension and Collaboration</i>										x	x				x						x	x	

LEGEND

/ = IS-21 can be used to help teach this outcome

X = applies to level 2 and 3

3 = applies to level 3

Red textbox = poorly or not addressed in IS-21

Yellow textbox = in IS-21 but can be improved upon