

## Correlation between Gage Cornerstones 2a and the Saskatchewan Renewal Curriculum

S Student Book T Teacher’s Guide BLM Black Line Master

	Getting to Know You	Getting There	Seek and Find	Animal Tales
<b>LISTENING OBJECTIVES</b>				
<b>Foundational Objective: Listen to a range of grade-level appropriate texts in a variety of situations for a variety of purposes.</b>				
listen attentively for pleasure and information to a range of texts	T 88, 106, 108, 117, 128	T 133, 150, 159, 163	T 173, 198	T 204, 224, 226, 227, 230, 235, 237, 239, 247, 255, 260, 266, 269, 270, 276, 278, 279
listen attentively to others’ ideas and paraphrase information shared	T 100, 106, 107, 108, 115, 117, 119, 121; BLM 3	T 136, 138, 145, 148, 161, 166	T 174, 177, 178, 185, 186, 193, 195, 196, 197	T 204, 205, 207, 213, 218-219, 221, 222, 232, 237, 239, 240, 247, 250, 253, 255, 266, 267, 271
follow three-step directions	T 103	T 134, 140, 141, 145-146, 151, 159, 160	T 174, 175, 195, 196, 197; BLM 17	T 210, 212, 240
respond appropriately to questions about what has been presented orally	T 88, 103, 117	T 136, 138, 147, 150, 152, 155, 159, 163	T 176, 190, 196	T 210, 227, 228, 230, 237, 239, 247, 266, 267, 279
<b>Foundational Objective: Learn about and practise the skills and strategies of effective listeners.</b>				
make connections between own and others’ ideas and experiences	T 94, 104, 110, 117, 128	T 135, 140, 144, 147, 148, 155, 156, 159, 163	T 172, 173, 176, 178, 181, 183, 195	T 203, 204, 205, 209, 212, 215, 221, 222, 230, 235, 239, 242, 244, 252, 258, 269, 273
use the language cueing systems in oral text to construct meaning	T 88, 89, 100, 106, 115	T 138, 140, 147, 150, 159	T 177, 185, 190, 196	T 205, 207, 222, 224, 228, 247, 265, 266, 269, 279

	<b>Getting to Know You</b>	<b>Getting There</b>	<b>Seek and Find</b>	<b>Animal Tales</b>
make inferences	T 100, 106	T 144, 147, 150, 155, 159	T 173, 177, 195, 196	T 212, 222, 227, 230, 239, 266, 277
form sensory images	T 106, 107, 117	T 140, 144, 147, 150, 155	T 177, 181, 185	T 204, 226-228, 230, 231, 255, 265, 269, 279
<b>Foundational Objective: Assess personal strengths and set goals for future growth.</b>				
reflect on listening behaviours and strategies	T 119, 128	T 136, 166; B 5	T 178, 197; B 18	T 219, 221, 222, 266, 279; BLM 5
<b>SPEAKING OBJECTIVES</b>				
<b>Foundational Objective: Speak to express thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.</b>				
contribute to shared language experiences such as choral reading, drama, readers' theatre, and puppetry	T 88, 89, 119, 127, 128; BLM 11	T 133, 153, 157; B 3	T 173, 176, 198	T 204, 206, 224, 226, 230, 238, 245, 271, 274, 275, 277
share ideas and information through group talk to extend understanding of topics	T 88, 93, 95, 100, 102, 104, 106, 107, 110, 115, 117, 120, 123	T 133, 135, 136, 138, 139, 140, 141, 144, 147, 150, 156, 158, 161, 163, 166	T 172, 173, 175, 177, 178, 180, 183, 185, 186, 188, 191, 193, 195, 196	T 203, 204, 206, 209, 213, 215, 219, 221, 222, 224, 227, 231, 232, 237, 239, 240, 242, 247, 250, 252, 254, 258, 259, 267, 271, 273, 276, 277
retell stories and experiences using logical sequence and appropriate facts and details	T 100, 104, 106, 108, 127	T 141, 148, 150, 151, 152, 153, 161; BLM 13	T 186, 193, 195, 198	T 206, 219, 226, 228, 235, 240, 266
read aloud informally and for an audience	T 89, 107, 119, 121, 128	T 133, 153, 157	T 176, 190	T 224, 228, 235
recite poems, rhymes, verses, and finger plays	T 88, 106, 107	T 133	T 173	T 204, 228, 226, 238, 271, 277
give directions	T 99, 102, 104	T 135, 136, 160	T 196, 197	T 210, 213

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<b>Foundational Objective: Learn about and practise the skills and strategies of effective speakers.</b>				
generate and contribute ideas on particular topics	T 93, 100, 107, 120, 123	T 133, 135, 138, 140, 147, 148, 150, 151, 152, 155, 156, 158, 166	T 172, 173, 174, 176, 178, 182, 183, 193, 196	S 144; T 205, 212, 213, 216, 222, 224, 227, 232, 239, 242, 271, 276
adjust own language use for different situations	T 89, 95, 100, 104, 119, 128; BLM 3	T 136, 147, 151, 153, 157	T 180, 186, 198	T 206, 219, 226, 228, 271, 279; BLM 3
clarify information by responding to questions	T 100, 102, 108, 120, 128	T 136, 138, 139, 147, 148, 152, 153, 158, 161	T 182, 186, 193, 195, 196, 198	T 210, 218, 219, 222, 255, 279
<b>Foundational Objective: Assess personal strengths and set goals for future growth.</b>				
reflect on speaking behaviours and strategies	T 127, 128, 128	T 136, 153; BLM 3, 5	T 178, 198; BLM 18	S 144; T 206, 224, 226, 235, 271, 279; BLM 3
<b>READING OBJECTIVES</b>				
<b>Foundational Objective: Read a range of grade-level appropriate print texts in a variety situations for a variety of purposes.</b>				
read a range of grade-appropriate texts for enjoyment and information	S 7-41; t 88, 106, 112, 117, 125, 127; BLM 8, 9	S 42-77; T 133, 139, 141, 145, 146, 152, 157, 158, 163; BLM 12	S 78-99; T 173, 182, 189, 191, 195, 197; BLM 16	S 100-144; T 204, 210, 211, 216, 223, 231, 238, 243, 252, 254, 260, 269, 274; BLM 21, 23, 24, 28
retell stories and recall information from texts in own words, including setting, characters, sequence, key facts, and details	T 91, 94, 112, 117, 118, 125, 127; BLM 10	T 133, 139, 141, 150, 151, 157, 158, 164	T 182, 183, 186, 189; BLM 1	T 204, 211, 217, 219, 223, 228, 234, 246, 255, 260, 262, 263, 265, 266, 269; BLM 26
discuss similarities and differences in stories and information texts	T 94, 107, 118, 119	T 139, 142, 152	T 176, 191, 195	T 217, 226, 227, 235, 237, 238, 239, 254, 255, 264; BLM 27

	<b>Getting to Know You</b>	<b>Getting There</b>	<b>Seek and Find</b>	<b>Animal Tales</b>
locate different kinds of books in resources centres (e.g., picture books, easy reads, nonfiction, fiction)	T 94, 113	T 141, 142, 145, 146, 148, 152, 164	T 169, 191, 197; BLM 15, 19	T 211, 217, 219, 233, 234, 235, 246, 254, 266, 267
state and explain preferences for a variety of texts	T 94	T 134, 141, 142, 150, 152, 153	T 196	T 231, 238, 239
read aloud with fluency, accuracy, and expression	T 106, 107, 118, 121, 127; BLM 1	T 133, 134, 153, 157	T 173, 184, 190	T 223, 224, 228, 235, 238, 271, 279
<b>Foundational Objective: Learn about and practise the skills and strategies of effective readers.</b>				
set a purpose for reading	T 107, 112, 127	T 134, 138, 140, 141, 146, 148, 158, 164	T 174, 175, 189, 190, 191, 192, 195, 197; BLM 19	T 211, 217, 218-219, 224, 226, 235, 239, 263, 264, 267, 271, 274
connect new texts with prior knowledge and experiences	T 94, 98, 102, 107, 117, 123, 125	T 133, 139, 144, 145, 148, 157, 158, 164; BLM 4	T 173, 175, 181, 182, 189, 191, 195	T 204, 210, 234, 237, 239, 244, 245, 246, 259, 261, 274
predict what will happen next based on previously read material and background experiences	T 98, 102, 106, 119	T 150, 157	T 173, 186, 191, 192, 195; BLM 20	T 204, 230, 242, 244, 259-260, 261-262, 269
use the cueing systems in text to construct meaning	T 90, 98, 103, 106, 107, 110, 111, 112, 117, 118, 120, 126	T 134, 138-141, 145, 147, 148, 150, 156, 157, 163	T 174, 175, 181, 186, 189, 190, 192	T 204, 216, 217, 223, 231, 234, 235, 243, 245, 247, 259-260, 261-264, 267, 269, 270; BLM 1
make inferences	T 98, 102, 112, 118	T 134, 138, 141, 145, 150, 163, 165	T 174, 182, 189	T 217, 231, 234, 245, 264
recognize that reading must make sense and follow appropriate steps to self-correct when it does not	T 91, 102, 112, 125, 126	T 157, 159	T 182, 184, 189, 195	T 211, 223, 235, 238, 243, 247, 260, 263, 264, 270; BLM 4
read accurately most high frequency words (about 150) and many irregularly spelled words in texts	T 107, 112, 118	T 133, 139, 145, 152, 153, 157, 159, 163	T 182, 184, 189, 195	T 204, 210, 211, 223, 235, 243, 253, 260, 263, 264

	Getting to Know You	Getting There	Seek and Find	Animal Tales
<b>Foundational Objective: Assess personal strengths and set goals for future growth.</b>				
reflect upon own reading behaviours, skills, and strategies	T 98, 102, 112, 113, 118	T 151, 157	T 189, 190, 193	T 217, 243, 247, 253, 263, 271
<b>WRITING OBJECTIVES</b>				
<b>Foundational Objective: Write to express thoughts, information, feelings, and experiences in a variety of forms for a variety of purposes and audiences.</b>				
write patterned stories, original stories, learning logs, poetry, riddles, friendly letters, messages, and notes	T 91, 92, 94, 98, 99, 104, 107, 108, 114, 118, 119, 125, 127; BLM 2	T 135, 139, 141, 142, 147, 151, 157, 159, 164, 165, 166	T 174, 177, 182, 185, 188, 189, 191, 192, 197	S 144; T 205, 210, 211, 212, 225, 227, 232, 237, 238, 239, 247, 248, 256, 265, 275, 276
write short informative reports and narratives when given help with organization	T 92, 102, 104, 118, 126; BLM 10	T 134, 153, 160; BLM 2	T 196	T 205, 206, 210, 219, 225, 239, 248, 253, 255, 266
work through the stages of a writing process including prewriting, drafting, beginning to revise, and sharing	T 99, 114, 126	T 151, 153, 157, 160, 161; BLM 14	T 185, 196	T 217, 219, 225, 235, 239, 240, 248, 276; BLM 2
<b>Foundational Objective: Learn about and practise the skills and strategies of effective writers.</b>				
begin to organize writing with a clear beginning, middle, and end	T 99, 114, 115, 126; BLM 10	T 153, 157, 160	T 185, 192, 193	T 218, 219, 225, 232, 235, 239, 254, 263, 266, 276; BLM 10
arrange ideas and information to make sense	T 99, 102, 126	T 135, 145-146, 153, 160, 165	T 185, 189, 191-193, 196, 197	T 211, 212, 215, 218, 219, 227, 235, 239, 249, 252, 255, 276, 279
develop an understanding of written language conventions	T 93, 98, 99, 102, 107, 113, 114, 120, 125	T 134, 151, 153, 157, 158, 159, 160	T 185, 186, 190, 192, 196, 197	T 211, 219, 225, 235, 239, 247, 248, 252, 253, 264, 276

	<b>Getting to Know You</b>	<b>Getting There</b>	<b>Seek and Find</b>	<b>Animal Tales</b>
print legibly to form letters and words of consistent size, shape, and spacing	T 98, 99, 103, 114, 127	T 134, 135, 145-146, 151, 153, 157, 159, 160	T 185, 196	T 216, 217, 219, 225, 235, 239, 247, 248, 250, 252, 276
share own writing with others and respond to suggestions	T 92, 98, 102, 107, 114	T 134, 135, 136, 145-146, 151, 157, 159, 161	T 185, 196, 197	S 144; T 205, 217, 219, 225, 235, 239, 247, 248, 250, 276
<b>Foundational Objective: Assess personal strengths and set goals for future growth.</b>				
reflect upon own writing behaviours, skills, and strategies	T 99, 108, 126	T 135, 157, 161	T 192, 196, 197, 198; BLM 2	T 217, 218, 235, 248
<b>VIEWING OBJECTIVES</b>				
<b>Foundational Objective: View a range of grade-level appropriate texts in a variety of situations for a variety of purposes.</b>				
engage in shared, guided, and independent viewing experiences with a variety of texts	T 90, 94, 98, 102, 110, 120, 123	T 133, 134, 138, 145, 146, 150, 156, 160, 163	T 174, 181-183, 189	T 204, 205, 217, 222-223, 231, 232, 235, 238, 242, 243, 245, 252, 254, 259-260, 261-262, 269; BLM 22
use visual cueing systems in text to construct meaning	T 90, 95, 98, 102, 111, 123, 125	T 133, 138, 139, 146, 150, 156, 163	T 177, 181-183, 189, 192	S 116, 117, 118, 119; T 204, 205, 216, 223, 231, 235, 252, 259-260
identify and appreciate how visual elements (e.g., colour, layout, medium and special fonts) enhance and add meaning to visual texts	T 94, 95, 102, 104, 110, 111, 120, 125	T 133, 139, 140, 156, 160	T 182, 188	T 204, 216, 217, 235, 269, 274
interpret illustrations, photographs, diagrams, maps, and graphs	T 94, 98, 102, 110, 111, 120, 123	T 133, 134, 138, 145, 146, 160, 163	T 177, 174, 183, 189	S 116, 117, 118, 119; T 205, 217, 222-223, 231, 232, 235, 239, 252, 274, 277

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<b>Foundational Objective: Learn about and practise the skills and strategies of effective viewers.</b>				
talk about similarities among visual expressions from various cultures and communities	T 120	T 139, 147	T 183, 184	T 231, 232, 233, 238, 254
<b>Foundational Objective: Assess personal strengths and set goals for future growth.</b>				
reflect upon own viewing habits, skills, and strategies	T 120	T 140, 145	T 183, 192	T 217, 239, 252, 254
<b>REPRESENTING OBJECTIVES</b>				
<b>Foundational Objective: Represent to express information, thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.</b>				
use a variety of media (e.g., sketches, posters, drama, video) to enhance communication	T 89, 103, 104, 106, 118, 119	T 134, 153, 157, 160, 165	T 175, 176, 182	T 206, 212, 215, 227, 240, 267
consider and choose from a variety of forms and ways (e.g., drama, model, diagram) to communicate ideas to a particular audience for a particular purpose	T 89, 97, 102, 103, 104, 107, 108, 115, 117, 119, 121, 127	T 133, 135, 139, 141, 145, 144, 146, 153, 157, 160, 164, 165	T 176, 177, 184, 192	S 144; T 212, 218, 226, 227, 240, 252
combine visuals and print to organize and communicate key ideas, feelings, and information	T 92, 104, 106, 115, 120, 121, 127	T 134, 145-146, 151, 160, 164, 166	T 174, 184, 185	T 206, 219, 225, 247, 248, 252, 254, 263, 265, 266, 276, 278
<b>Foundational Objective: Learn about and practise the skills and strategies of effective representers.</b>				
generate ideas on particular topics for individual and group visual texts	T 104, 106, 108, 115, 121	T 134, 135, 140, 141, 160, 164	T 176, 184	T 206, 254, 267, 277
<b>Foundational Objective: Assess personal strengths and set goals for future growth.</b>				
reflect upon own representing habits, skills, and strategies	T 104, 106	T 140, 146, 157	T 184, 186	T 218, 219, 250, 254, 267