

English Language Arts Program of Studies

Kindergarten to Grade 3

ENGLISH LANGUAGE ARTS

INTRODUCTION

Clear student learning outcomes and high learning standards in the program of studies are designed to prepare students for present and future language requirements. Changes in society and technology have affected, and will continue to affect, the ways in which people use language to think, to communicate and to learn. Students must be prepared to meet new literacy demands in Canada and the international community. The ability to use language effectively enhances student opportunities to experience personal satisfaction and to become responsible, contributing citizens and lifelong learners.

The Importance of Language

The Nature of Language

Language is the basis of all communication and the primary instrument of thought. Composed of interrelated and rule-governed symbol systems, language is a social and uniquely human means of exploring and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity and is essential for forming interpersonal relationships, extending experiences, reflecting on thought and action, and contributing to society.

Language Acquisition and Development

Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their

thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world. They may come to school speaking more than one language or learn another language in school. It is important to respect and build upon a child's first language. Experience in one language will benefit the learning of other languages.

In their early years, children develop language informally. Long before they understand explicit language rules and conventions, children reproduce the language they hear, and use language to construct and to convey new meaning in unique ways. Later, language learning occurs in specific contexts for specific purposes, such as learning about a specific subject, participating in the community, and pursuing work and leisure activities.

Language development is continuous and recursive throughout a student's life. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences enable students to leave school with a desire to continue to extend their knowledge, skills and interests.

Language Learning: A Shared Responsibility

Responsibility for language learning is shared by students, parents, teachers and the community. Students require ongoing opportunities to use language in its many forms. Opportunities to learn language occur first at home and are extended as children move into the larger community. Schools provide environments where students develop language knowledge, skills and strategies to achieve academic, personal and social goals.

Language development is the responsibility of all teachers. For example, subject area teachers teach the specialized language and forms of each subject. English language arts teachers; however, have a special role because of their focus on language, its forms and functions. They help students develop and apply strategies for comprehending, composing and responding in a variety of situations.

Thinking and Learning through Language

Thinking, learning and language are interrelated. From Kindergarten to Grade 12, students use language to make sense of and bring order to their world. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences and beliefs. They make connections, anticipate possibilities, reflect upon ideas and determine courses of action.

Language enables students to play an active role in various communities of learners within and beyond the classroom. As students speak, write and represent, they also listen to, read about and view the ideas and experiences of others. Critical and creative thinking and learning through language occur when students reflect, speculate, create, analyze and synthesize.

In addition, language facilitates student development of metacognitive awareness; that is, it enables them to reflect on and control their own thinking and learning processes. Language helps students develop an awareness of the skills and strategies they need to complete learning tasks successfully and to communicate about themselves as learners.

English Language Arts

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

Students become confident and competent users of all six language arts through many opportunities to listen and speak, read and write, and view and represent in a variety of combinations and relevant contexts. **All the language arts are interrelated and interdependent; facility in one strengthens and supports the others.** In the outcomes of the program of studies, the six language arts are integrated.

Listening and Speaking

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information and opinions, and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs and traditions.

Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.

Reading and Writing

Reading and writing are powerful means of communicating and learning. They enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction.

Reading provides students with a means of accessing the ideas, views and experiences of others. By using effective reading skills and strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts. Writing enables students to explore,

shape and clarify their thoughts, and to communicate them to others. By using effective writing strategies, they discover and refine ideas and compose and revise with increasing confidence and skill.

Viewing and Representing

Viewing and representing are integral parts of contemporary life. These skills allow students to understand the ways in which images and language may be used to convey ideas, values and beliefs.

Viewing is an active process of attending to and comprehending such visual media as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, such as previewing, predicting and making inferences, may also be used in viewing.

Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime and models.

Texts

In today's technological society, people access information and find enjoyment in print, as well as other language forms. For example, oral communication and visual media are becoming increasingly important. Often these forms are used in combination with one another and in conjunction with print. Therefore, texts refer not only to print but also to oral and visual forms that can be discussed, studied and analyzed. In addition, texts are affected and influenced by how they are transmitted, whether by computer, television, radio or book. Students need knowledge, skills and strategies in all six language arts to compose, comprehend and respond to such texts. Oral texts include storytelling, dialogues, speeches and conversations. Visual texts include pictures, diagrams, tableaux, mime and nonverbal

communication. Combinations of oral, print or visual texts include videos, films, cartoons, drama and drum dancing.

Organization of the Program of Studies

Five general student outcomes serve as the foundation for the program of studies. General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Grade 12. The general outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing and representing experiences.

Students will listen, speak, read, write, view and represent to:



explore thoughts, ideas, feelings and experiences



comprehend and respond personally and critically to oral, print and other media texts



manage ideas and information



enhance the clarity and artistry of communication



respect, support and collaborate with others.

Each general learning outcome includes specific outcomes that students are to achieve by the end of each grade. Specific outcomes are categorized under headings within each of the five general outcomes. The specific outcomes state the knowledge, skills and attitudes that students are expected to demonstrate by the end of each grade. They are relevant for all students in a variety of learning environments and are cumulative across the grades. Students are expected to demonstrate

the specific outcomes for their current grade while building on and maintaining their ability to demonstrate the specific outcomes for previous grades.

It is intended that students engage in purposeful language activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

OUTCOMES FOR ENGLISH LANGUAGE ARTS

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

General Outcome 1



Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- 1.1 Discover and explore
- 1.2 Clarify and extend

General Outcome 2



Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

- 2.1 Use strategies and cues
- 2.2 Respond to texts
- 2.3 Understand forms, elements and techniques
- 2.4 Create original text

General Outcome 3



Students will listen, speak, read, write, view and represent to manage ideas and information.

- 3.1 Plan and focus
- 3.2 Select and process
- 3.3 Organize, record and evaluate
- 3.4 Share and review

General Outcome 4



Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

- 4.1 Enhance and improve
- 4.2 Attend to conventions
- 4.3 Present and share

General Outcome 5



Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

- 5.1 Respect others and strengthen community
- 5.2 Work within a group

Guide to Reading the Program of Studies


First digit indicates general outcome;
second digit indicates subheading

Subheading for
cluster of specific
outcomes

Side headings for
specific outcomes

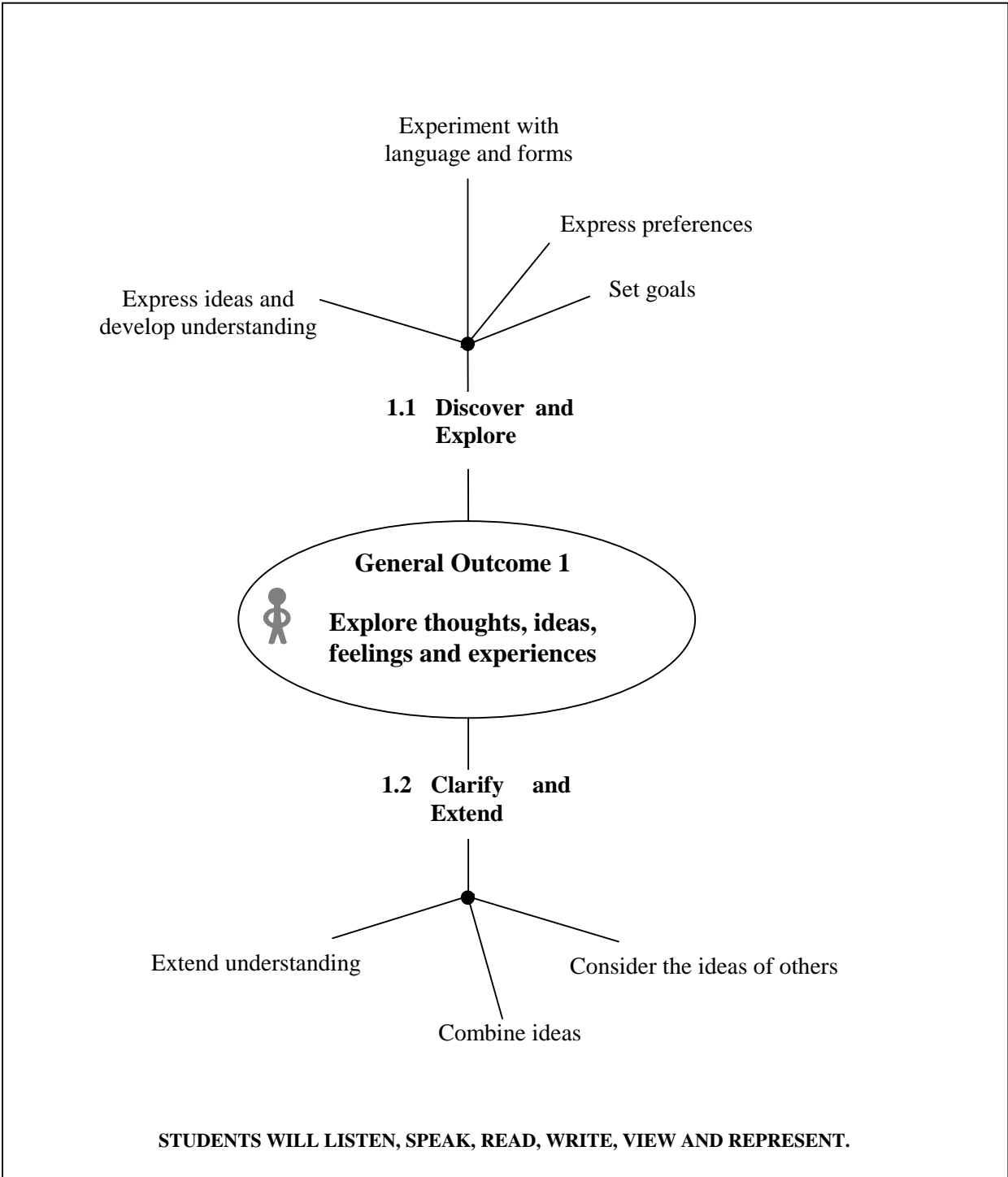
Specific outcome
statements—
expected by the end
of each grade

General outcome
statement



2.4 Create Original Text

Grade 3	Grade 4
<p>Generate ideas</p> <ul style="list-style-type: none"> • experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> • use sentence variety to link ideas and create impressions on familiar audiences <p>Structure texts</p> <ul style="list-style-type: none"> • experiment with a variety of story beginnings to choose ones that best introduce particular stories • add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot 	<ul style="list-style-type: none"> • use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts <ul style="list-style-type: none"> • select and use visuals that enhance meaning of oral, print and other media texts <ul style="list-style-type: none"> • produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot • produce narratives that describe experiences and reflect personal responses
<p>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p>	





General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Exploratory language enables students to organize and give meaning to experiences. Students use exploratory language to share thoughts, ideas and experiences, and to express and acknowledge emotions. Exploratory language enables students to discover and understand what they think and who they are. It also helps them reflect on themselves as language learners and language users. In addition, it helps them establish and maintain relationships.

Exploratory language is often oral. Through talk and conversation, students make observations, ask questions, hypothesize, make predictions and form opinions. Exploratory talk is often spontaneous. Sometimes students discover what they think at the point of utterance. Exploratory writing also helps students clarify their thinking. When students can see their ideas, thoughts, feelings and experiences in writing, they can reconsider, revise and elaborate on them in thoughtful ways. Representing is also used to explore ideas and interrelationships in diagrams, thought webs, charts and other visual media. Exploratory listening, reading and viewing enable students to gather and verify information, identify areas for further inquiry or research, and develop support for opinions.

As students progress through the grades, they develop the ability to use exploratory language to achieve the other English language arts learning outcomes. For example, exploratory talk and writing enhance student comprehension by focusing their prior knowledge and experiences before reading, listening and viewing, and subsequently help them understand and manage information. Students use exploratory language when analyzing, evaluating and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.



1.1 Discover and Explore

Kindergarten

Grade 1

Express ideas and develop understanding

- share personal experiences prompted by oral, print and other media texts
- talk about ideas, experiences and familiar events
- share personal experiences that are clearly related to oral, print and other media texts
- talk with others about something recently learned
- make observations about activities, experiences with oral, print and other media texts

Experiment with language and forms

- talk and represent to explore, express and share stories, ideas and experiences
- experiment with different ways of exploring and developing stories, ideas and experiences

Express preferences

- talk about favourite oral, print and other media texts
- express preferences for a variety of oral, print and other media texts

Set goals

- talk about own reading and writing experiences
- choose to read and write for and with others

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Grade 2

Grade 3

Express ideas and develop understanding

- contribute relevant ideas and information from personal experiences to group language activities
 - talk about how new ideas and information have changed previous understanding
 - express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts
- connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
 - explain understanding of new concepts in own words
 - explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts

Experiment with language and forms

- use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information
- choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others

Express preferences

- explain why particular oral, print or other media texts are personal favourites
- choose and share a variety of oral, print and other media texts in areas of particular interest

Set goals

- recognize and talk about developing abilities as readers, writers and illustrators
- discuss areas of personal accomplishment as readers, writers and illustrators



1.2 Clarify and Extend

Kindergarten

Consider the ideas of others

- listen to experiences and feelings shared by others

Combine ideas

- connect related ideas and information

Extend understanding

- express interest in new ideas and experiences

Grade 1

- listen and respond appropriately to experiences and feelings shared by others

- group ideas and information into categories determined by an adult

- ask questions to get additional ideas and information on topics of interest



1.2 Clarify and Extend

Grade 2

Grade 3

Consider the ideas of others

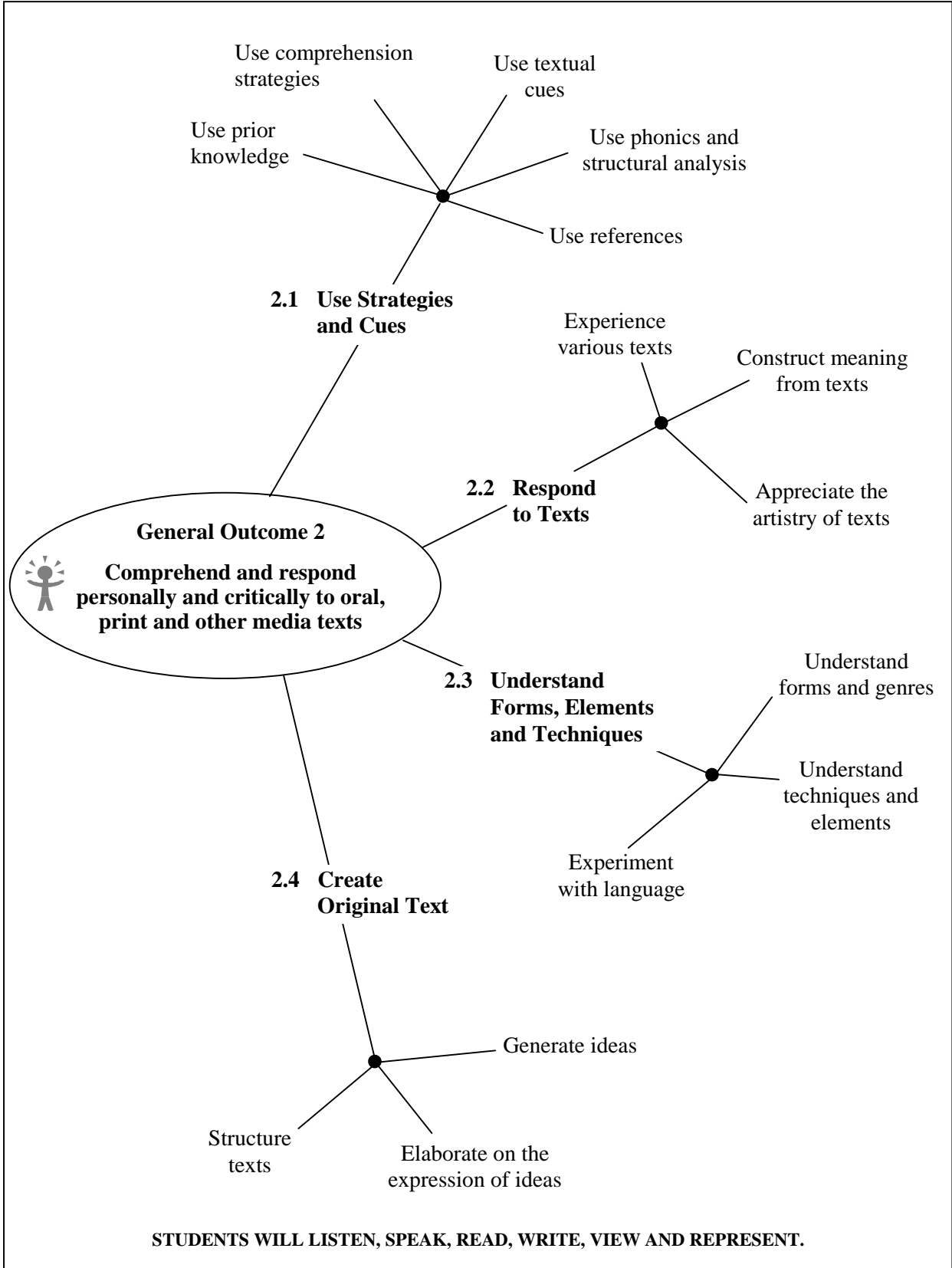
- connect own ideas and experiences with those shared by others
- ask for the ideas and observations of others to explore and clarify personal understanding

Combine ideas

- record ideas and information in ways that make sense
- experiment with arranging and recording ideas and information in a variety of ways

Extend understanding

- find more information about new ideas and topics
- ask questions to clarify information and ensure understanding





General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Students use a variety of strategies and cueing systems as they interact with oral, print and other media texts. They preview, ask questions and set purposes. Students attend to the ideas being presented, make and confirm predictions and inferences, and monitor their understanding. As they interact with texts, students respond by reflecting, creating, analyzing, synthesizing and evaluating. Successful learners adapt these strategies as they construct meaning from a variety of oral, print and other media texts.

Making meaning of oral, print and other media texts is fundamental to English language arts. Through these texts, students experience a variety of situations, people and cultures, and learn about themselves. Oral, print and other media texts allow for multiple interpretations. Students can respond personally to texts, by relating them to their prior knowledge, to their feelings and experiences, and to other texts. Through personal response, students explore and form values and beliefs. They respond critically to texts, by making interpretations and evaluating ideas, forms and techniques.

Students enhance their comprehension of and response to oral, print and other media texts through learning experiences in all the general outcomes. Exploratory talk and writing, for example, strengthen student understanding and evaluation of texts. Their appreciation of literary texts provides students with a range of topics and encourages them to experiment with a variety of forms in their own communication. Responding to oral, print and other media texts provides students with new insights.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.



2.1 Use Strategies and Cues

Kindergarten

Grade 1

Use prior knowledge

- connect oral language with print and pictures
- understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed
- expect print and pictures to have meaning and to be related to each other in print and other media texts
- understand that print and books are organized in predictable ways

- use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning
- use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts
- use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
- use knowledge of print, pictures, book covers and title pages to construct and confirm meaning

Use comprehension strategies

- begin to use language prediction skills when stories are read aloud
- ask questions and make comments during listening and reading activities
- recall events and characters in familiar stories read aloud by others
- read own first name, environmental print and symbols, words that have personal significance and some words in texts

- use language prediction skills to identify unknown words within the context of a sentence
- use a variety of strategies, such as making predictions, rereading and reading on
- talk about print or other media texts previously read or viewed
- identify the main idea or topic of simple narrative and expository texts
- identify by sight some familiar words from favourite print texts
- identify high frequency words by sight
- read aloud with some fluency and accuracy, after rehearsal
- self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Grade 2

Grade 3

Use prior knowledge

- use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning
 - connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning
 - use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning
- share ideas developed through interests, experiences and discussion that are related to new ideas and information
 - identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture dictionaries and junior dictionaries, are organized, and use them to construct and confirm meaning

Use comprehension strategies

- use knowledge of oral language to predict words when reading stories and poems
 - apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions
 - identify the main idea or topic and supporting details of simple narrative and expository texts
 - identify by sight an increasing number of high frequency words and familiar words from favourite books
 - read aloud with fluency, accuracy and expression
 - figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge
- use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials
 - apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
 - identify the main idea or topic and supporting details in simple narrative and expository passages
 - extend sight vocabulary to include predictable phrases and words related to language use
 - read silently with increasing confidence and accuracy
 - monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems



2.1 Use Strategies and Cues *(continued)*

Kindergarten

Grade 1

Use textual cues

- attend to print cues when stories are read aloud
- begin to identify some individual words in texts that have been read aloud
- preview book cover, pictures and location of text to assist with constructing and confirming meaning
- use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading

Use phonics and structural analysis

- begin to make connections among sounds, letters, words, pictures and meaning
- identify and generate rhyming words in oral language
- hear and identify sounds in words
- associate sounds with consonants that appear at the beginning of personally significant words
- segment and blend sounds in words spoken or heard
- use phonic knowledge and skills to read unfamiliar words in context
- use analogy to generate and read phonically regular word families
- associate sounds with letters and some letter clusters

Use references

- recite the letters of the alphabet in order
- copy scribed words and print texts to assist with writing
- use a displayed alphabet as an aid when writing
- use personal word books, print texts and environmental print to assist with writing
- name and match the upper and lower case forms of letters



2.1 Use Strategies and Cues (continued)

Grade 2

Grade 3

Use textual cues

- preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning
 - use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading
- use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning
 - attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading

Use phonics and structural analysis

- apply phonic rules and generalizations to read unfamiliar words in context
 - apply knowledge of long and short vowel sounds to read unfamiliar words in context
 - use knowledge of word parts, contractions and compound words to read unfamiliar words in context
 - associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context
- apply phonic rules and generalizations competently and confidently to read unfamiliar words in context
 - apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context
 - associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context

Use references

- put words in alphabetical order by first letter
 - use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts
- put words in alphabetical order by first and second letter
 - use dictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts



2.2 Respond to Texts

Kindergarten

Grade 1

Experience various texts

- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs
 - listen and view attentively
 - identify favourite stories and books
- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons
 - illustrate and enact stories, rhymes and songs
 - remember and retell familiar stories and rhymes

Construct meaning from texts

- relate aspects of oral, print and other media texts to personal feelings and experiences
 - talk about and represent the actions of characters portrayed in oral, print and other media texts
 - talk about experiences similar or related to those in oral, print and other media texts
- relate aspects of stories and characters to personal feelings and experiences
 - retell interesting or important aspects of oral, print and other media texts
 - tell or represent the beginning, middle and end of stories
 - tell, represent or write about experiences similar or related to those in oral, print and other media texts
 - tell what was liked or disliked about oral, print and other media texts



2.2 Respond to Texts

Grade 2

Grade 3

Experience various texts

- engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts
 - identify favourite kinds of oral, print and other media texts
 - model own oral, print and other media texts on familiar forms
 - respond to mood established in a variety of oral, print and other media texts
- choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays
 - tell or write about favourite parts of oral, print and other media texts
 - identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites
 - connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references

Construct meaning from texts

- connect situations portrayed in oral, print and other media texts to personal and classroom experiences
 - retell the events portrayed in oral, print and other media texts in sequence
 - suggest alternative endings for oral, print and other media texts
 - discuss, represent or write about interesting or important aspects of oral, print and other media texts
 - express thoughts or feelings related to the events and characters in oral, print and other media texts
- connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences
 - summarize the main idea of individual oral, print and other media texts
 - discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
 - make inferences about a character's actions or feelings
 - express preferences for one character over another



2.2 Respond to Texts *(continued)*

Kindergarten

Appreciate the artistry of texts

- experiment with sounds, words, word patterns, rhymes and rhythms

Grade 1

- identify how words can imitate sounds and create special effects
- experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts



2.2 *Respond to Texts* (continued)

Grade 2

Grade 3

Appreciate the artistry of texts

- identify and use words and sentences that have particular emotional effects
- identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights
- express feelings related to words, visuals and sound in oral, print and other media texts
- identify how authors use comparisons, and explain how they create mental images



2.3 *Understand Forms, Elements and Techniques*

Kindergarten

Grade 1

Understand forms and genres

- experience a variety of oral, print and other media texts
- distinguish differences in the ways various oral, print and other media texts are organized
- identify various forms of media texts

Understand techniques and elements

- develop a sense of story through reading, listening and viewing experiences
- know that stories have beginnings, middles and endings
- identify the main characters in a variety of oral, print and other media texts
- tell what characters do or what happens to them in a variety of oral, print and other media texts

Experiment with language

- appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs
- demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play



2.3 *Understand Forms, Elements and Techniques*

Grade 2

Grade 3

Understand forms and genres

- recognize that ideas and information can be expressed in a variety of oral, print and other media texts
 - identify and explain the use of various communication technologies
- identify distinguishing features of a variety of oral, print and other media texts
 - discuss ways that visual images convey meaning in print and other media texts

Understand techniques and elements

- identify main characters, places and events in a variety of oral, print and other media texts
 - identify how pictures, illustrations and special fonts relate to and enhance print and other media texts
- include events, setting and characters when summarizing or retelling oral, print or other media texts
 - describe the main characters in terms of who they are, their actions in the story and their relations with other characters
 - identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques

Experiment with language

- demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations
- recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment



2.4 Create Original Text

Kindergarten

Grade 1

Generate ideas

- contribute ideas and answer questions related to experiences and familiar oral, print and other media texts
- generate and contribute ideas for individual or group oral, print and other media texts

Elaborate on the expression of ideas

- listen to and recite short poems, songs and rhymes; and engage in word play and action songs
- change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts

Structure texts

- draw, record or tell about ideas and experiences
- write, represent and tell brief narratives about own ideas and experiences
- talk about and explain the meaning of own pictures and print
- recall and retell or represent favourite stories



2.4 Create Original Text

Grade 2

Grade 3

Generate ideas

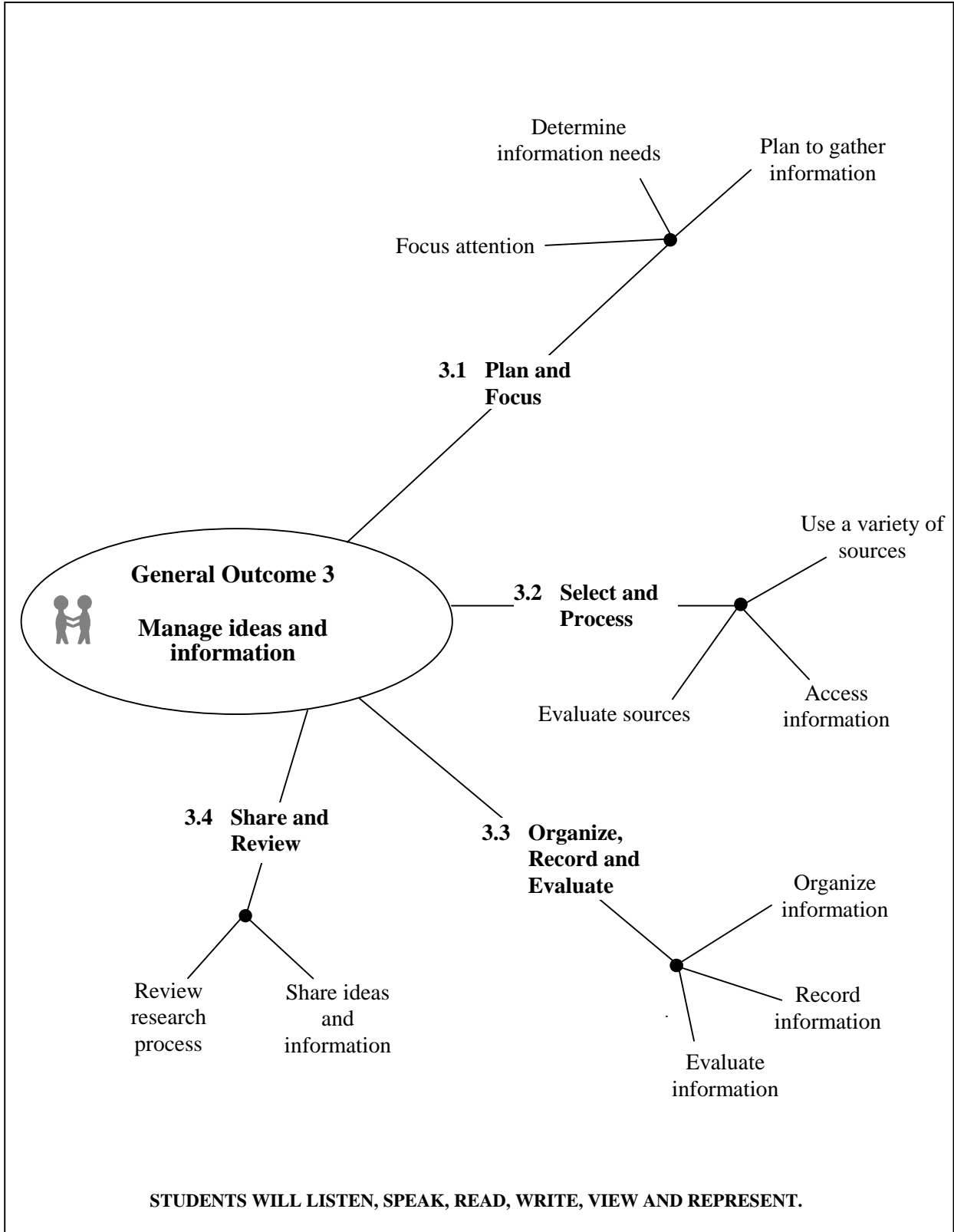
- use own and respond to others' ideas to create oral, print and other media texts
- experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts

Elaborate on the expression of ideas

- add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts
- use sentence variety to link ideas and create impressions on familiar audiences

Structure texts

- create narratives that have beginnings, middles and ends; settings; and main characters that perform actions
- experiment with a variety of story beginnings to choose ones that best introduce particular stories
- use traditional story beginnings, patterns and stock characters in own oral, print and other media texts
- add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot





General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

The ability to manage information is important in school, in the workplace, on the land, and for personal growth and satisfaction. Students learn to access and communicate information through language arts. Viewing and representing take on new importance in managing ideas and information; through these language arts, students learn to enhance the clarity and effectiveness of communication. Students learn to interpret and analyze texts, considering such factors as author, purpose, audience and source. They learn to define the need for information, ask questions, and gather and evaluate information.

Students enhance their ability to manage ideas and information in collaboration with others. For example, they benefit from opportunities to engage in exploratory language to focus their research and determine the kind and amount of information needed to accomplish their various purposes, both artistic and functional. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content and audiences. The use of technology enhances student opportunities to access, create and communicate ideas and information. Skill in managing ideas and exchanging information helps students encourage, support and work with others.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.



3.1 *Plan and Focus*

Kindergarten

Grade 1

Focus attention

- attend to oral, print and other media texts on topics of interest
- make statements about topics under discussion
- explore and share own ideas on topics of discussion and study
- connect information from oral, print and other media texts to topics of study

Determine information needs

- ask questions to satisfy personal curiosity
- ask and answer questions to satisfy information needs on a specific topic

Plan to gather information

- suggest ways to gather ideas and information
- follow spoken directions for gathering ideas and information

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 *Plan and Focus*

Grade 2

Grade 3

Focus attention

- relate personal knowledge to ideas and information in oral, print and other media texts
 - ask questions to determine the main idea of oral, print and other media texts
- use self-questioning to identify information needed to supplement personal knowledge on a topic
 - identify facts and opinions, main ideas and details in oral, print and other media texts

Determine information needs

- ask questions to focus on particular aspects of topics for own investigations
- ask topic-appropriate questions to identify information needs

Plan to gather information

- recall and follow directions for accessing and gathering ideas and information
- contribute ideas for developing a class plan to access and gather ideas and information

**Students will listen, speak, read, write, view and represent
to explore thoughts, ideas, feelings and experiences.**



3.2 *Select and Process*

Kindergarten

Grade 1

Use a variety of sources

- seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos
- find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips

Access information

- use illustrations, photographs, video programs, objects and auditory cues, to access information
- use text features, such as illustrations, titles and opening shots in video programs, to access information
- use questions to find specific information in oral, print and other media texts
- understand that library materials are organized systematically

Evaluate sources

- ask questions to make sense of information
- match information to research needs

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 *Select and Process*

Grade 2

Grade 3

Use a variety of sources

- find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community
- find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment

Access information

- use text features, such as table of contents, key words, captions and hot links, to access information
- use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information
- use given categories and specific questions to find information in oral, print and other media texts
- locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- use the library organizational system to locate information
- use card or electronic catalogues to locate information

Evaluate sources

- recognize when information answers the questions asked
- review information to determine its usefulness in answering research questions

**Students will listen, speak, read, write, view and represent
to explore thoughts, ideas, feelings and experiences.**



3.3 *Organize, Record and Evaluate*

Kindergarten

Grade 1

Organize information

- categorize objects and pictures according to visual similarities and differences
- identify or categorize information according to sequence, or similarities and differences
- list related ideas and information on a topic, and make statements to accompany pictures

Record information

- represent and talk about ideas and information; dictate to a scribe
- represent and explain key facts and ideas in own words

Evaluate information

- share new learnings with others
- recognize and use gathered information to communicate new learning

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 *Organize, Record and Evaluate*

Grade 2

Grade 3

Organize information

- categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order
 - produce oral, print and other media texts with introductions, middles and conclusions
- organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing
 - draft ideas and information into short paragraphs, with topic and supporting sentences

Record information

- record key facts and ideas in own words; identify titles and authors of sources
- record facts and ideas using a variety of strategies; list titles and authors of sources
 - list significant ideas and information from oral, print and other media texts

Evaluate information

- examine gathered information to decide what information to share or omit
- determine if gathered information is sufficient to answer research questions

**Students will listen, speak, read, write, view and represent
to explore thoughts, ideas, feelings and experiences.**



3.4 *Share and Review*

Kindergarten

Grade 1

Share ideas and information

- share ideas and information about topics of interest
- share ideas and information from oral, print and other media texts with familiar audiences
- answer questions directly related to texts

Review research process

- share information-gathering experiences
- talk about information-gathering experiences by describing what was interesting, valuable or helpful

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 *Share and Review*

Grade 2

Grade 3

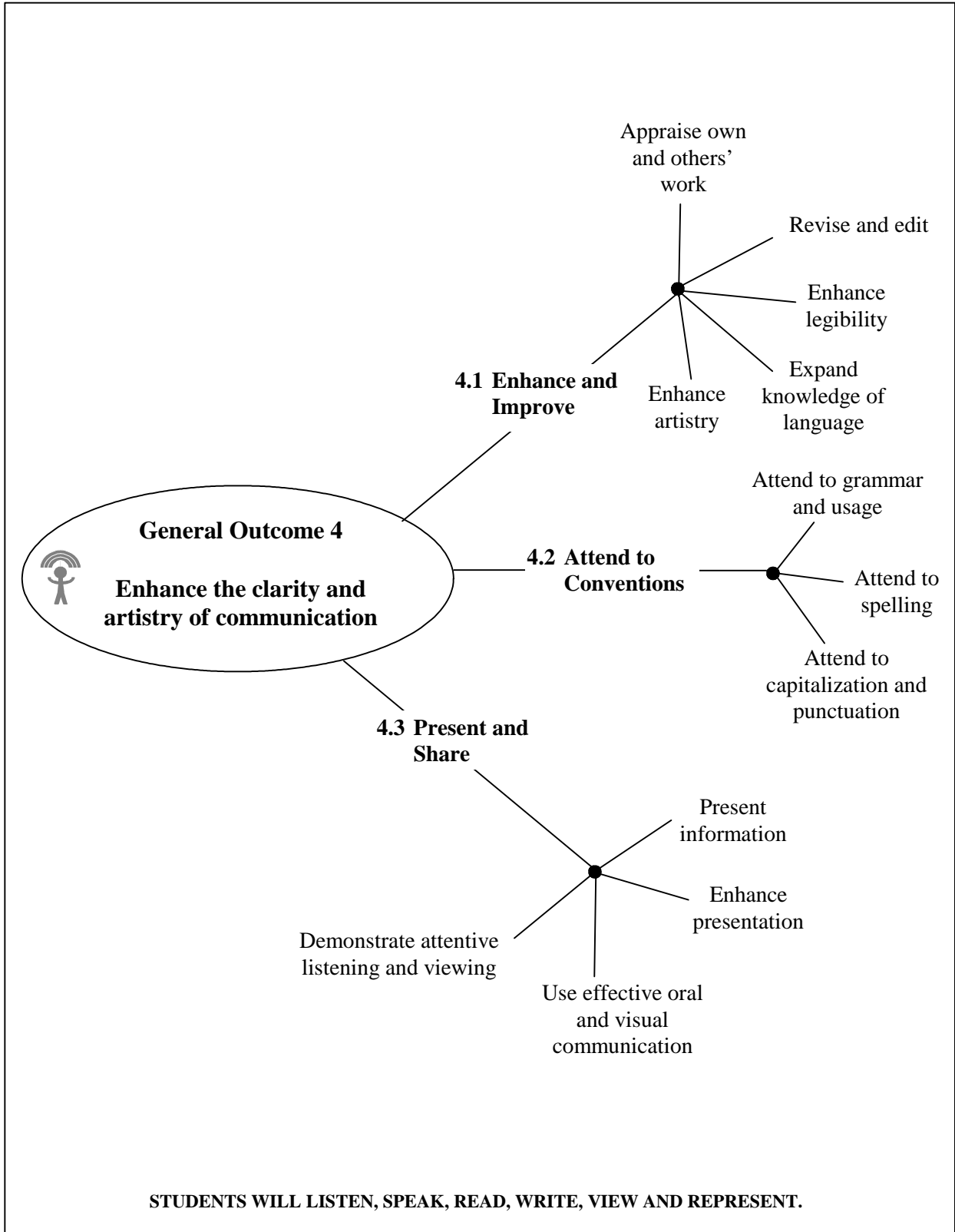
Share ideas and information

- share, with familiar audiences, ideas and information on topics
- clarify information by responding to questions
- organize and share ideas and information on topics to engage familiar audiences
- use titles, headings and visuals to add interest and highlight important points of presentation

Review research process

- answer questions, such as “What did I do that worked well?” to reflect on research experiences
- assess the research process, using pre-established criteria

**Students will listen, speak, read, write, view and represent
to explore thoughts, ideas, feelings and experiences.**





General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

Learning effective strategies for using language with precision, clarity and artistry is interrelated with learning in the other general outcomes. Students use exploratory language to discover and focus their communication (General Outcome 1). Oral, print and other media texts provide vicarious experiences and new perspectives that students use for speaking, writing and representing (General Outcome 2). Students locate, gather and organize data to communicate ideas and information (General Outcome 3). Creating and communicating with language enhance collaboration and build community (General Outcome 5).

As students use English language arts in a variety of contexts with instruction, encouragement and support, they revise and edit to clarify meaning, achieve purposes and affect audiences. In doing so, they apply the conventions of grammar, language usage, spelling, punctuation and capitalization. They develop an understanding of how language works and use the specialized vocabulary of English language arts. As well, they develop confidence and skill in sharing and responding to thoughts, ideas and experiences through informal and formal presentations.

In school and in daily life, students are required to communicate ideas and information using well-organized, clear and precise language. They use artistic language to create, to express who they are and what they feel, and to share their experiences with others in a variety of oral, print and other media texts.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.



4.1 *Enhance and Improve*

Kindergarten

Grade 1

Appraise own and others' work

- make statements related to the content of own and others' pictures, stories or talk
- ask or respond to questions or comments related to the content of own or others' pictures, stories or talk

Revise and edit

- retell ideas to clarify meaning in response to questions or comments
- rephrase by adding or deleting words, ideas or information to make better sense
- check for obvious spelling errors and missing words

Enhance legibility

- form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner
- print letters legibly from left to right, using lines on a page as a guide
- explore the keyboard, using letters, numbers and the space bar
- use appropriate spacing between letters in words and between words in sentences
- explore and use the keyboard to produce text

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 *Enhance and Improve*

Grade 2

Grade 3

Appraise own and others' work

- identify features that make own or peers' oral, print or other media texts interesting or appealing
- share own oral, print and other media texts with others to identify strengths and ideas for improvement

Revise and edit

- revise words and sentences to improve sequence or add missing information
- combine and rearrange existing information to accommodate new ideas and information
- check for capital letters, punctuation at the end of sentences and errors in spelling
- edit for complete and incomplete sentences

Enhance legibility

- print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately
- print legibly, and begin to learn proper alignment, shape and slant of cursive writing
- use margins and spacing appropriately
- space words and sentences consistently on a line and page
- explore and use the keyboard to compose and revise text
- use keyboarding skills to compose, revise and print text
- understand and use vocabulary associated with keyboarding and word processing

**Students will listen, speak, read, write, view and represent
to enhance the clarity and artistry of communication.**



4.1 *Enhance and Improve* (continued)

Kindergarten

Grade 1

Expand knowledge of language

- explore and experiment with new words and terms associated with topics of interest
- experiment with rhymes and rhythms of language to learn new words
- identify and use an increasing number of words and phrases related to personal interests and topics of study
- experiment with letters, sounds, words and word patterns to learn new words

Enhance artistry

- experiment with sounds, colours, print and pictures to express ideas and feelings
- use words and pictures to add sensory detail in oral, print and other media texts

**Students will listen, speak, read, write, view and represent
to enhance the clarity and artistry of communication.**



4.1 *Enhance and Improve* (continued)

Grade 2

Grade 3

Expand knowledge of language

- develop categories of words associated with experiences and topics of interest
 - use knowledge of word patterns, word combinations and parts of words to learn new words
- explain relationships among words and concepts associated with topics of study
 - experiment with words and word meanings to produce a variety of effects

Enhance artistry

- choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts
- choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts

**Students will listen, speak, read, write, view and represent
to enhance the clarity and artistry of communication.**



4.2 *Attend to Conventions*

Kindergarten

Grade 1

Attend to grammar and usage

- develop a sense of sentence
- speak in complete statements, as appropriate
- write simple statements, demonstrating awareness of capital letters and periods

Attend to spelling

- hear and identify dominant sounds in spoken words
- use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing
- demonstrate curiosity about visual features of letters and words with personal significance
- spell phonically irregular high frequency words in own writing
- connect letters with sounds in words
- use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing
- print own name, and copy environmental print and words with personal significance
- know that words have conventionally accepted spellings

Attend to capitalization and punctuation

- recognize capital letters and periods in print texts
- capitalize the first letter of names and the pronoun “I” in own writing
- capitalize first letter of own name
- identify periods, exclamation marks and question marks when reading, and use them to assist comprehension

**Students will listen, speak, read, write, view and represent
to enhance the clarity and artistry of communication.**



4.2 Attend to Conventions

Grade 2

Grade 3

Attend to grammar and usage

- write complete sentences, using capital letters and periods
- use connecting words to join related ideas in a sentence
- identify nouns and verbs, and use in own writing
- identify adjectives and adverbs that add interest and detail to stories
- identify a variety of sentence types, and use in own writing
- identify correct subject–verb agreement, and use in own writing
- use adjectives and adverbs to add interest and detail to own writing
- distinguish between complete and incomplete sentences

Attend to spelling

- use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing
- use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing
- use the conventional spelling of common words necessary for the efficient communication of ideas in writing
- use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing
- identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing
- identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing

Attend to capitalization and punctuation

- use capital letters for proper nouns and at the beginning of sentences in own writing
- use periods and question marks, appropriately, as end punctuation in own writing
- use commas after greetings and closures in friendly letters and to separate words in a series in own writing
- identify commas and apostrophes when reading, and use them to assist comprehension
- use capital letters appropriately in titles of books and stories
- use exclamation marks, appropriately, as end punctuation in own writing
- use apostrophes to form common contractions and to show possession in own writing
- identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension

**Students will listen, speak, read, write, view and represent
to enhance the clarity and artistry of communication.**



4.3 *Present and Share*

Kindergarten

Grade 1

Present information

- share ideas and information about own drawings and topics of personal interest
- present ideas and information to a familiar audience, and respond to questions

Enhance presentation

- use drawings to illustrate ideas and information, and talk about them
- add such details as labels, captions and pictures to oral, print and other media texts

Use effective oral and visual communication

- speak in a clear voice to share ideas and information
- speak in a clear voice, with appropriate volume, to an audience

Demonstrate attentive listening and viewing

- follow one- or two-step instructions
- ask questions to clarify information
- make comments that relate to the topic being discussed
- be attentive and show interest during listening or viewing activities

**Students will listen, speak, read, write, view and represent
to enhance the clarity and artistry of communication.**



4.3 *Present and Share*

Grade 2

Grade 3

Present information

- present ideas and information by combining illustrations and written texts
- present ideas and information on a topic, using a pre-established plan

Enhance presentation

- clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments
- use print and nonprint aids to illustrate ideas and information in oral, print and other media texts

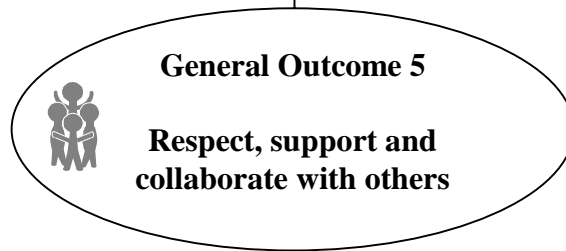
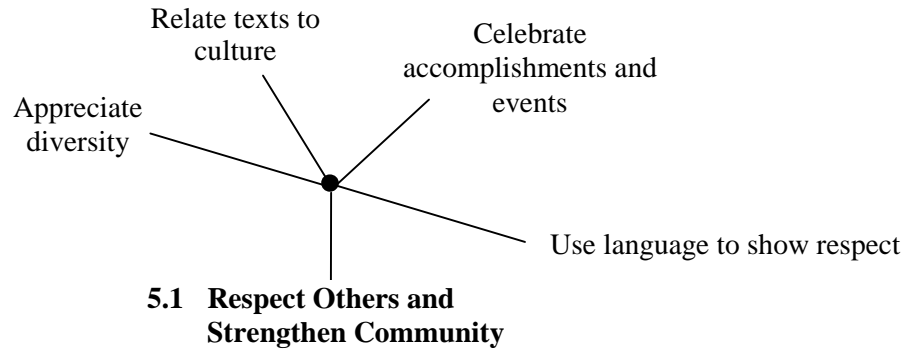
Use effective oral and visual communication

- speak in a clear voice, with appropriate volume, at an understandable pace and with expression
- speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas

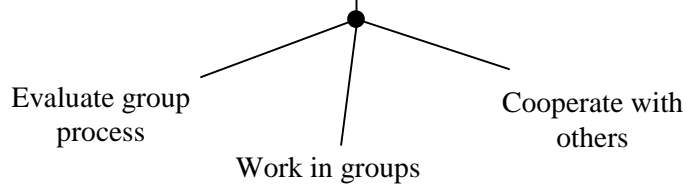
Demonstrate attentive listening and viewing

- ask relevant questions to clarify understanding and to have information explained
- rephrase, restate and explain the meaning of oral and visual presentations
- show enjoyment and appreciation during listening and viewing activities
- identify and set purposes for listening and viewing

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



5.2 Work within a Group



STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT.



General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

Language is necessary for working together. Students learn collaboration skills by discussing in groups, by building on the ideas of others, and by planning and working together to meet common goals and strengthen community. In every classroom, students develop a sense of community. They learn to use language to offer assistance and to participate in and enrich their classroom community. In this way, students share perspectives and ideas, develop understanding and respect diversity.

Students learn that language is important for celebrating events of personal, social, community and national significance. In their language learning and use, they develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' use of the language arts. Throughout Kindergarten to Grade 9, students use language to celebrate significant community and national events. Students need opportunities to reflect on, appraise and celebrate their achievements and growth.

It is intended that students engage in purposeful language arts activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.



5.1 *Respect Others and Strengthen Community*

Kindergarten

Grade 1

Appreciate diversity

- explore personal experiences and family traditions related to oral, print and other media texts
- share personal experiences and family traditions related to oral, print and other media texts

Relate texts to culture

- explore oral, print and other media texts from various communities
- talk about other times, places and people after exploring oral, print and other media texts from various communities

Celebrate accomplishments and events

- share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments
- share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments

Use language to show respect

- use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns
- use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 *Respect Others and Strengthen Community*

Grade 2

Grade 3

Appreciate diversity

- discuss the experiences and traditions of various communities portrayed in oral, print and other media texts
- ask for and provide clarification and elaboration of stories and ideas
- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts
- retell, paraphrase or explain ideas in oral, print and other media texts

Relate texts to culture

- discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities
- identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities

Celebrate accomplishments and events

- participate in shared language experiences to acknowledge and celebrate individual and class accomplishments
- use appropriate language to acknowledge and celebrate individual and class accomplishments

Use language to show respect

- adjust own language use according to the context, purpose and audience
- demonstrate respect for the ideas, abilities and language use of others

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 *Work within a Group*

Kindergarten

Grade 1

Cooperate with others

- participate in class and group activities
- find ways to be helpful to others
- work in partnerships and groups
- help others and ask others for help

Work in groups

- ask and answer questions to determine what the class knows about a topic
- listen to the ideas of others
- ask questions and contribute ideas related to class investigations on topics of interest
- take turns sharing ideas and information

Evaluate group process

- respond to questions about personal contributions to group process
- recognize personal contributions to group process

**Students will listen, speak, read, write, view and represent
to respect, support and collaborate with others.**



5.2 *Work within a Group*

Grade 2

Grade 3

Cooperate with others

- work in a variety of partnerships and group structures
 - identify ways that class members can help each other
- work cooperatively with others in small groups on structured tasks
 - identify others who can provide assistance, and seek their help in specific situations

Work in groups

- contribute relevant information and questions to extend group understanding of topics and tasks
 - stay on topic during class and group discussions
- contribute ideas and information on topics to develop a common knowledge base in the group
 - ask others for their ideas, and express interest in their contributions

Evaluate group process

- recognize own and others' contributions to group process
- assess the effectiveness of group process, using pre-established criteria

**Students will listen, speak, read, write, view and represent
to respect, support and collaborate with others.**

