

English Language Arts—Essential Learning Outcomes 2015–2016

English Language Arts Primary	English Language Arts 1	English Language Arts 2	English Language Arts 3
ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
LISTENING AND SPEAKING			
Outcome 1: Students will communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF)			
<p>Indicators:</p> <ul style="list-style-type: none"> begin to demonstrate active listening habits (skills) in keeping with the student’s cultural context begin to ask and respond to questions and seek information describe a personal experience with at least one detail [Note to Teacher: Be mindful of different communication styles.] share ideas, express feelings, give simple descriptions, and express opinions (e.g., I like ..., I don’t like ...) with others in a variety of ways engage in small- and whole-group conversation engage in and respond to simple, informal oral presentation use simple, complete sentences most of the time begin to respond to and give simple directions or instructions 	<p>Indicators:</p> <ul style="list-style-type: none"> demonstrate active listening habits (skills) in keeping with the student’s cultural context ask and respond to questions to clarify information or gather further information describe a personal experience in sequential order with at least two details. [Note to Teacher: Be mindful of different communication styles.] express opinions and give simple explanations begin to talk in focused one-to-one conversations and contribute to small- and large-group interactions begin to demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with a growing awareness of audience and purpose use simple, complete sentences with a growing vocabulary, using some parts of speech and grammar correctly respond to and give simple directions or instructions 	<p>Indicators:</p> <ul style="list-style-type: none"> demonstrate active listening habits (skills) in keeping with the student’s cultural context ask and respond to questions to seek clarification of others’ ideas to gather further information describe a personal experience in sequential order, and offer an opinion about an idea with at least two to three supporting details [Note to Teacher: Be mindful of different communication styles.] express and explain opinions, and respond to questions of others sustain focused one-to-one conversations and actively contribute to small- and large-group interaction demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with sensitivity and respect, considering audience and purpose use complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases respond to and give directions that are multi-step 	<p>Indicators:</p> <ul style="list-style-type: none"> demonstrate effective active listening habits (skills) in keeping with the student’s cultural context ask and respond to questions to seek clarification of others’ ideas to consolidate information describe a personal experience in sequential order, and offer an opinion about a topic with at least three supporting details [Note to Teacher: Be mindful of different communication styles.] express and explain opinions, and respond to questions and reactions of others use intonation, expression, and tone in small- and whole-group interactions that contribute to conversation demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal and formal oral presentations with sensitivity and respect, considering audience and purpose use complex sentences that incorporate rich vocabulary and transition words to connect phrases respond to and give directions that are multi-step with increased complexity

English Language Arts Primary	English Language Arts 1	English Language Arts 2	English Language Arts 3
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ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS

LISTENING AND SPEAKING
Outcome 2: Students will interact with sensitivity and respect, considering audience, purpose, and situation. (CZ, COM, CI, CT, TF, PCD)

<p>Indicators:</p> <ul style="list-style-type: none"> begin to develop an awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts begin to use expression and appropriate volume to communicate ideas and feelings begin to develop an awareness of respectful and non-hurtful vocabulary choices begin to demonstrate that different kinds of language are appropriate to different situations, dependent upon audience and purpose 	<p>Indicators:</p> <ul style="list-style-type: none"> demonstrate a growing awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts begin to use expression and tone to communicate ideas and feelings in small- and whole-group situations considering purpose and audience demonstrate a growing awareness of respectful and non-hurtful vocabulary choices begin to use different kinds of language as appropriate to different situations, dependent upon audience and purpose 	<p>Indicators:</p> <ul style="list-style-type: none"> use social conventions, in a range of conversations and co-operative play situations, (turn taking, politeness, when to speak, and when to listen) in multiple cultural contexts use intonation, expression, and tone to communicate ideas and feelings in small- and whole-group situations recognize and apply respectful and non-hurtful vocabulary, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others use different kinds of language dependent upon audience and purpose 	<p>Indicators:</p> <ul style="list-style-type: none"> use social conventions (turn-taking, politeness, when to speak, and when to listen) in a range of conversations and co-operative play situations, in multiple cultural contexts choose when and where to use intonation, tone, and expression to communicate ideas and feelings in selected small- and whole-group situations use thoughtful, respectful, and non-hurtful vocabulary, considering audience and purpose, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others use different kinds of language as appropriate to audience and purpose use established courtesies and conventions of conversation in group work and co-operative play situations with consideration for audience and purpose
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ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
READING AND VIEWING Outcome 3: Students will demonstrate a variety of ways to comprehend and select from a range of culturally relevant texts. (CZ, COM, CI, CT, TF, PCD)			
<p>Indicators:</p> <p>STRATEGIC PROCESSING</p> <ul style="list-style-type: none"> understand beginning concepts about print begin to search using meaning (picture and background knowledge), structure/syntax, and visual information (sometimes uses beginning consonants, ending consonants, or known word parts to word solve) begin to monitor and self-correct using meaning, structure, and/or visual information begin to read with increasing stamina identify punctuation and describe its use read simple patterned texts and non-patterned texts, within levels C–D <p>VIEW WITH UNDERSTANDING (Print and Digital Text)</p> <ul style="list-style-type: none"> use picture cues to support understanding talk about a narrative in terms of what happens in the beginning, middle, and end talk about information in a non-fiction text talk about a character’s personality in a fiction text make predictions about what a text might be about or what might happen next make personal connections to understand a text discuss similarities and differences between texts written by the same author or on the same topic begin to visualize, to support comprehension, using a variety of culturally relevant texts 	<p>Indicators:</p> <p>STRATEGIC PROCESSING</p> <ul style="list-style-type: none"> expand understanding of beginning concepts about print use finger pointing when reading identify a growing number of high-frequency words use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct predict on the basis of what makes sense, what sounds right, and what looks right monitor and self-correct more consistently, considering if it makes sense, sounds right, and looks right read independently with increasing stamina use beginning consonants, ending consonants, or known word parts to word solve begin to use punctuation to appropriately guide reading with pauses and appropriate inflection use some text features (e.g., Table of Contents to predict and locate information in a text) read texts with understanding, within levels H–I <p>VIEW WITH UNDERSTANDING (Print and Digital Text)</p> <ul style="list-style-type: none"> use picture cues to support understanding retell a simple narrative, making reference to vocabulary such as characters, problem, and solution identify the major points in a non-fiction text talk about a character’s personality in a fiction text make predictions about what a text might be about or what might happen next make personal connections to better understand a text discuss similarities and differences between texts written by the same author or on the same topic visualize, to support comprehension, a variety of culturally relevant texts 	<p>Indicators:</p> <p>STRATEGIC PROCESSING</p> <ul style="list-style-type: none"> make minimal use of finger pointing when reading use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct monitor and self-correct with consistency read independently with increasing stamina use a variety of word-solving strategies use punctuation to appropriately guide reading with pauses, appropriate inflection of what makes sense, looks right, and sounds right use a variety of text features to locate information (table of contents, index) predict on the basis of what makes sense, looks right, and sounds right read texts with understanding, within levels K–M through a variety of genres <p>VIEW WITH UNDERSTANDING (Print and Digital Text)</p> <ul style="list-style-type: none"> use picture cues to support understanding retell a narrative, making reference to vocabulary, such as characters, problem, and solution explain understanding of fiction, non-fiction, and poetry texts orally talk about texts with reference to titles, authors, and illustrators demonstrate understanding within and beyond the text visualize, to support comprehension, with a variety of culturally relevant texts begin to infer meaning within and beyond a variety of culturally relevant texts begin to discuss how prior knowledge supports comprehension of culturally relevant text talk about how using comprehension strategies enhanced their understanding 	<p>Indicators:</p> <p>STRATEGIC PROCESSING</p> <ul style="list-style-type: none"> use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct monitor and self-correct quickly, confidently, and independently with automaticity read independently with stamina apply a variety of word-solving strategies use punctuation to appropriately guide reading such as pausing, and use of inflection to support comprehension and fluency use text features to gather information and support comprehension (captions, diagrams, maps) read texts with understanding, at level P or beyond, through a variety of genres <p>VIEW WITH UNDERSTANDING (Print and Digital Text)</p> <ul style="list-style-type: none"> use picture cues to support understanding retell a narrative, making reference to vocabulary, such as characters, problem, solution explain orally and/or in writing their understanding of and reactions to fiction, non-fiction, and poetry texts they are reading demonstrate comprehension—thinking within, thinking about, and thinking beyond the text visualize, to support comprehension, with a variety of culturally relevant texts infer meaning within and beyond a variety of texts discuss how prior knowledge supports comprehension of culturally relevant text talk about how using comprehension strategies enhanced their understanding use before-, during-, and after-reading strategies

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<p>SELECTING (Print and Digital Texts)</p> <ul style="list-style-type: none"> talk about why particular texts are interesting talk about learning from reading based on pictures and print select just-right** texts with assistance and beginning independence reread a familiar text to practice reading smoothly and with expressions imitate the fluent reading of a short, familiar passage of a text <p>**being mindful of interests, background knowledge, and level</p> <p>FLUENCY (Accuracy/Automaticity/Prosody [Rhythm and Intonation])</p> <ul style="list-style-type: none"> begin to show an awareness of what fluency sounds like 	<ul style="list-style-type: none"> begin to question culturally relevant texts follow simple written directions <p>SELECTING (Print and Digital Texts)</p> <ul style="list-style-type: none"> talk about why particular texts are interesting to them talk about information in texts based on print and pictures select just-right** texts with assistance and beginning independence talk about one or more favourite authors talk about texts with reference to titles, authors, and/or illustrators identify whether a text is a poem, poster, letter, story, or information text <p>**being mindful of interests, background knowledge, and level</p> <p>FLUENCY (Accuracy/Automaticity/Prosody [Rhythm and Intonation])</p> <ul style="list-style-type: none"> begin to use punctuation to guide intonation and expression, change the tone, and emphasis for bold print 	<ul style="list-style-type: none"> demonstrate literal comprehension about and within culturally relevant texts begin to apply a variety of comprehension strategies to synthesize meaning of texts use before-, during-, and after-reading strategies with culturally relevant texts <p>SELECTING (Print and Digital Texts)</p> <ul style="list-style-type: none"> talk about why particular texts are interesting to them talk about what makes a text just right** for them select just-right** texts with assistance, with growing independence talk about one or more favourite authors describe how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings) <p>** being mindful of interests, background knowledge, and level</p> <p>FLUENCY (Accuracy/Automaticity/Prosody [Rhythm and Intonation])</p> <ul style="list-style-type: none"> use punctuation marks to guide intonation and expression begin to change the rate of reading, depending on the mood of the text 	<p>SELECTING (Print and Digital Texts)</p> <ul style="list-style-type: none"> recognize growing range of genres—narrative (realistic fiction, adventure, mysteries, etc.), non-fiction (information text, biography, procedural text), and poetry talk about what makes a text just right** for them select just-right** texts for independent reading explain how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings) <p>**being mindful of interests, background knowledge, and level</p> <p>FLUENCY (Accuracy/Automaticity/Prosody [Rhythm and Intonation])</p> <ul style="list-style-type: none"> uses punctuation marks effectively to convey meaning change the rate of reading depending on the mood of the text chunk words into phrases to sound like talking change expression for dialogue when signalled by words such as “screamed,” “whispered,” and “murmured.”
READING AND VIEWING			
Outcome 4: Students will select, interpret, and combine information in multiple cultural contexts. (CZ, COM, CI, CT, TF, PCD)			
<p>Indicators:</p> <ul style="list-style-type: none"> identify print and digital texts that are fiction and those that are non-fiction find information in simple print and digital texts ask questions about topics of interest 	<p>Indicators:</p> <ul style="list-style-type: none"> identify print and digital texts that are fiction and those that are non-fiction ask questions about topics they are interested in gather information from non-fiction print and digital texts and/or other sources talk about information they have found in print and digital texts about a topic 	<p>Indicators:</p> <ul style="list-style-type: none"> formulate questions to guide their research use a table of contents and index (print) and navigation menus (digital) to locate information begin to determine important information in a text discuss how they researched and found answers to their questions 	<p>Indicators:</p> <ul style="list-style-type: none"> formulate questions to guide their research use a table of contents and index (print) and navigation menus (digital) to locate information generate higher-level thinking questions (“in the head” versus “in the text”) use key words in a search engine to locate information electronically discuss how they researched and found answers to their questions

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READING AND VIEWING Outcome 5: Students will respond personally and critically to a range of diverse texts. (CZ, COM, CI, CT, TF, PCD)			
Indicators: <ul style="list-style-type: none"> choose a face from a selection of faces (e.g., happy, sad, neutral) to represent feelings about a print and/or digital text draw pictures (or pictures with labels and/or text) about personal reactions talk about a personal reaction to a print and/or digital text (e.g., favourite part, character) back up an opinion with prior knowledge and/or experiences begin to ask questions of text talk about print and/or digital texts written by the same author talk about print and/or digital text written about the same topic begin to develop an understanding and respect for diversity discuss what they are wondering about and questions they have of texts begin to recognize different points of view 	Indicators: <ul style="list-style-type: none"> discuss personal reaction to a print and/or digital text (e.g., favourite part, character) talk about print and/or digital texts written about the same topic begin to ask questions of text talk about print and/or digital texts written by the same author or illustrated by the same illustrator identify and use some text features of fiction and non-fiction texts that support comprehension begin to develop an understanding and respect for diversity back up opinions with prior knowledge and/or experiences begin to recognize different points of view 	Indicators: <ul style="list-style-type: none"> make meaningful personal connections that enhance comprehension share connections orally share opinions about the print and/or digital text orally ask questions of texts and make connections between the text and their world recognize different points of view of the author of print and/or digital text identify and use text features of fiction and non-fiction texts that support comprehension begin to develop an understanding and respect for diversity recognize different points of view 	Indicators: <ul style="list-style-type: none"> make meaningful personal connections that enhance comprehension share connections orally and/or in writing share opinions about the print and/or digital text and give reasons for those opinions in a variety of contexts ask critical-thinking questions such as, who/what group is included/considered/represented in this text? identify the point of view of the author of print and/or digital text identify and use text features of fiction and non-fiction texts that support comprehension give opinions about information in or message of a print and/or digital text based on a personal point of view identify examples of stereotyping, bias, or prejudice recognize different points of view
READING AND VIEWING Outcome 6: Students will convey meaning by creating print and digital texts, collaboratively and independently, using personal experiences, feelings, and imagination. (CZ, COM, CI, CT, TF, PCD)			
Indicators: <ul style="list-style-type: none"> understand that print carries a messages play with words and sounds to express an idea begin to label some drawings to explain some ideas/topics begin to understand readers'/listeners' comments to clarify meaning 	Indicators: <ul style="list-style-type: none"> understand that writing and other forms of representing convey meaning express ideas in complete thoughts label drawings to explain ideas/topics understand readers'/listeners' comments to clarify meaning 	Indicators: <ul style="list-style-type: none"> express ideas in complete thoughts using simple and compound sentences label drawings to explain ideas/topics understand and begin to use readers'/listeners' comments to clarify meaning 	Indicators: <ul style="list-style-type: none"> express ideas in complete thoughts using simple, compound, and complex sentences label and define drawings to explain ideas/topics understand and apply readers'/listeners' comments to clarify meaning

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ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
WRITING AND OTHER WAYS OF REPRESENTING Outcome 7: Students will use writing and other forms of representing, including digital, to explore, clarify, and reflect on thoughts, feelings, experiences, and learnings. (CZ, COM, CI, CT, TF, PCD)			
Indicators: <ul style="list-style-type: none"> write, using drawings, a combination of letters with some sound associations, and known words to explain thinking, feelings, and ideas, to record experiences, record personal opinions, inform, and communicate information talk about writing and/or reading the text written begin to talk about word choice for specific reasons create and record questions in both print and/or digital format 	Indicators: <ul style="list-style-type: none"> write, using drawings, a combination of letters with some sound associations, and known words, a variety of poetry, fiction, and non-fiction texts to explain thinking, feelings, and ideas; record experiences (e.g., recounts) and personal opinions in both print and/or digital format; and to inform and communicate information begin to explain the purpose for the writing begin to make decisions about word choice for specific reasons—concrete nouns, precise verbs, description, etc. create print and digital texts (draw or write) with a beginning, middle, and end 	Indicators: <ul style="list-style-type: none"> write a variety of poetry, fiction, and non-fiction texts explain the purpose for writing make decisions about word choice for specific reasons—concrete nouns, accurate verbs, description, etc. create and record questions, both in print and/or digital format write in both print and/or digital format an organized text with a beginning, middle, and end begin to select appropriate print and/or digital graphic organizers from several options recognize differing points of view in own writing and the writing of others 	Indicators: <ul style="list-style-type: none"> write a variety of poetry, fiction, and non-fiction texts explain the purpose for writing write with attention to descriptive detail and word choice (e.g., about a character)—concrete nouns, adjectives, adverbs, precise verbs, description, etc. create and record questions, both in print and/or digital format write an organized text with a beginning, middle, and end; write an effective lead, write a descriptive middle, write a satisfying conclusion select appropriate print and digital graphic organizers from several options begin to make their own print and digital graphic organizers to plan their writing
WRITING AND OTHER WAYS OF REPRESENTING Outcome 8: Students will create text, including digital, collaboratively and independently, using a variety of forms for a range of audiences and purposes. (CZ, COM, CI, CT, TF, PCD)			
Indicators: <ul style="list-style-type: none"> identify audiences for some of their writing explain the reason for the writing (e.g., to remember an important event, to explain what happened, to thank a guest speaker, to share an idea with a classmate) work with a partner, in small groups, and independently to create writing (e.g., lists, notes, stories, poems) begin to use role plays to convey meaning (other ways of representing) 	Indicators: <ul style="list-style-type: none"> identify different forms of print and digital writing that are appropriate to specific purposes and audiences identify print and digital information that is relevant and purposeful for an intended audience work with a partner, in small groups and independently, to create writing in both print and digital format use role plays to convey and enhance meaning (other ways of representing) 	Indicators: <ul style="list-style-type: none"> begin to choose forms of writing that are appropriate to specific purposes and audiences begin to include information that is relevant and purposeful for an intended audience work with a partner, in small groups, and independently, to create writing use role plays to convey, enhance, and enrich meaning (other ways of representing) 	Indicators: <ul style="list-style-type: none"> choose forms of writing that are appropriate to specific purposes and audiences (e.g., narrative, expository, descriptive, and persuasive) include information that is relevant and purposeful for an intended audience work with a partner, in small groups, and independently to create writing use role plays to convey, enhance, and enrich meaning (other ways of representing)

ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS

WRITING AND OTHER WAYS OF REPRESENTING
Outcome 9: Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (CZ, COM, CI, CT, TF)

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<p>Indicators:</p> <p>WRITING PROCESSES</p> <ul style="list-style-type: none"> • prewriting <ul style="list-style-type: none"> – talk about the ideas they plan to write about – begin to draw pictures to help develop ideas for writing • drafting <ul style="list-style-type: none"> – develop some complete thoughts through drawing, using letter-like forms, random letters, sound-symbol matching, and some words – write left to right and top to bottom most of the time – begin to use some conventional spacing – begin to reread their writing to monitor meaning and message • revision <ul style="list-style-type: none"> – add details to a picture – add labels to a picture • editing <ul style="list-style-type: none"> – observe and develop an awareness of a teacher-modelled editing process • proofreading <ul style="list-style-type: none"> – talk with teacher about scribbles/drawing and/or writing • publishing/information sharing <ul style="list-style-type: none"> – share and publish student-selected pieces of writing 	<p>Indicators:</p> <p>WRITING PROCESSES</p> <ul style="list-style-type: none"> • prewriting <ul style="list-style-type: none"> – talk about the ideas they plan to write about – draw pictures to help develop ideas for writing – begin to use simple graphic organizers (such as the five-finger plan) • drafting <ul style="list-style-type: none"> – write some complete thoughts – match text to their drawings – write from left to right and from top to bottom consistently – use some conventional spacing – reread their writing to monitor meaning and message • revision <ul style="list-style-type: none"> – recognize where they can make changes to writing to clarify meaning • editing <ul style="list-style-type: none"> – use environmental print to check some high-frequency words – begin to add a few grade-level conventions • proofreading <ul style="list-style-type: none"> – reread with a partner and/or teacher • publishing / information sharing <ul style="list-style-type: none"> – publish student-selected final pieces of writing that demonstrate grade-level traits and conventions 	<p>Indicators:</p> <p>WRITING PROCESSES</p> <ul style="list-style-type: none"> • prewriting <ul style="list-style-type: none"> – talk about the ideas they plan to write about – draw pictures to develop ideas for writing – choose and use simple graphic organizers, such as the five-finger plan, web, list, five Ws • drafting <ul style="list-style-type: none"> – understand that writing is connected to prewriting – write on a single topic – begin to choose forms of writing that are appropriate to specific purposes and audiences (i.e., narrative, expository, descriptive, and persuasive) – begin to include information that is relevant and purposeful for an intended audience – reread my writing to monitor meaning and message • revision <ul style="list-style-type: none"> – make changes to writing to clarify meaning through strategies, such as inserting a word, using a caret, crossing out a word, and adding details • editing <ul style="list-style-type: none"> – use the word wall to check high-frequency words – begin to use simple self-editing checklists to edit for conventions • proofreading <ul style="list-style-type: none"> – begin to use simple proofreading checklist – make final corrections against edited draft • publishing / information sharing <ul style="list-style-type: none"> – publish student-selected final pieces of writing that demonstrate grade-level traits and conventions 	<p>Indicators:</p> <p>WRITING PROCESSES</p> <ul style="list-style-type: none"> • prewriting <ul style="list-style-type: none"> – talk about the ideas they plan to write about – draw pictures to develop ideas for writing – choose, use, and create simple graphic organizers (such as the five-finger plan, story map, web, list, five Ws, and graphic organizers for specific forms of writing.) – create jot notes for research writing • drafting <ul style="list-style-type: none"> – recognize that writing is reflective of prewriting – write on a single topic, with a beginning, middle, and end; some elaboration and organization – reread their writing to monitor meaning and message • revision <ul style="list-style-type: none"> – make changes to writing to clarify meaning through strategies, such as crossing out words, inserting words using a caret, adding details, and replacing overused words (e.g., said, good, like) – begin to use a thesaurus • editing <ul style="list-style-type: none"> – use the word wall and personal spelling references to check high-frequency words – use self-editing checklists to edit for grade-level conventions • proofreading <ul style="list-style-type: none"> – use a co-created anchor chart of proofreading strategies – conduct a final reread of their draft before publishing • publishing / information sharing <ul style="list-style-type: none"> – publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

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<p>WRITING TRAITS</p> <ul style="list-style-type: none"> • ideas <ul style="list-style-type: none"> – begin to develop a topic – begin to tell a story related to a topic (storytelling, drawing, and/or writing) • organization <ul style="list-style-type: none"> – recognize a sense of flow (beginning, middle, and end) in writing – understand that print and illustrations go together • language use (sentence fluency, word choice, voice) <ul style="list-style-type: none"> – create a thought with a beginning and end – begin to experiment with a variety of words – recognize voice through shared reading/read-aloud – begin to use personal expression through storytelling, drawing, and/or writing – begin to experiment with a connection to audience through storytelling, drawing, and/or writing • writing conventions <ul style="list-style-type: none"> – begin to write from left to right and from top to bottom – begin to use spacing between words 	<p>WRITING TRAITS</p> <ul style="list-style-type: none"> • ideas <ul style="list-style-type: none"> – write several sentences on an identifiable topic, begin to elaborate on the topic • organization <ul style="list-style-type: none"> – experiment with a sense of flow, create a “how-to list.” • language use (sentence fluency, word choice, voice) <ul style="list-style-type: none"> – show some variety in sentence beginnings – continue to experiment with a variety of words – experiment with using attribute words—colour, size, shape, texture – experiment with using multi-sensory words (hearing, smell) – begin to use comparison words to distinguish one thing from another—size, shape, texture – use expressive language through storytelling, drawing, and/or writing – recognize voice across a growing range of texts – experiment through writing a growing connection to audience • writing conventions <ul style="list-style-type: none"> – write from left to right and from top to bottom – use spacing between words – begin to use capitals at the beginning of sentences and capital “I” – begin to write simple sentences as one complete thought 	<p>WRITING TRAITS</p> <ul style="list-style-type: none"> • ideas <ul style="list-style-type: none"> – write several sentences on a single, identifiable topic – elaborate on a topic • organization <ul style="list-style-type: none"> – experiment with leads – experiment with sequencing (first, next, then, finally) • language use (sentence fluency, word choice, voice) <ul style="list-style-type: none"> – use varied sentence beginnings – use simple sentences – begin to use transitional words and phrases – experiment with compound sentences (using “and” or “but”) – use concrete nouns and avoid words like “stuff” or “things” – use accurate verbs – use attribute words—colour, size, shape, texture – use multi-sensory words—hearing, smell – use comparison words that compare one thing to another—size, shape, texture – recognize voice through a broad range of texts – begin to demonstrate a unique voice in writing – demonstrate through writing a growing connection to audience • writing conventions <ul style="list-style-type: none"> – use lower-case letters within words – use capitals for proper nouns (names or places and days/months) with guidance – begin to use commas in a date and series – begin to use periods and capitals correctly – use compound sentences (two simple sentences combined with a comma and conjunction) – demonstrate an awareness of when to use quotation marks 	<p>WRITING TRAITS</p> <ul style="list-style-type: none"> • ideas <ul style="list-style-type: none"> – write about specific topics with elaboration – begin to experiment with dialogue • organization <ul style="list-style-type: none"> – experiment with a sense of flow throughout a piece, experimenting with leads, using sequencing (first, next, then, finally) when appropriate for the text – develop a sense of flow throughout a piece of writing – experiment with effective leads – experiment with transitional words (in the morning, later that day, etc.) – experiment with conclusions • language use (sentence fluency, word choice, voice) <ul style="list-style-type: none"> – use a variety of sentence beginnings (including people’s names) – use transitional words and phrases – use a variety of simple and compound sentences – use concrete nouns – use precise verbs – use multi-sensory details – use comparison words – begin to demonstrate a unique, energetic voice in writing – recognize voice through a comprehensive range of texts – demonstrate through writing a connection to audience • writing conventions <ul style="list-style-type: none"> – use proper page margins – use lower-case letters within words – use capitals for proper nouns (names or places and days/months) – use a comma in a date and series – edit for end punctuation and capitals

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ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
			<ul style="list-style-type: none"> – use compound sentences (two simple sentences combined with a comma and conjunction) – begin to use apostrophes for singular possessives and contractions – begin to use quotation marks (simple quote) – begin to use new paragraphs when starting a new idea/topic – use verb tense correctly
<p>WORD STUDY (Word Work)</p> <ul style="list-style-type: none"> • rhyming <ul style="list-style-type: none"> – generate rhyming words with a beginning sound prompt • segmenting <ul style="list-style-type: none"> – segment the sounds in a word with three sounds (CVC) • isolating <ul style="list-style-type: none"> – tell which word does not end with the same sound, with three spoken words • deleting <ul style="list-style-type: none"> – delete ending sounds from words • blending <ul style="list-style-type: none"> – blend three sounds to make a word • substituting <ul style="list-style-type: none"> – add sounds to the beginning and ending of words, use the names of letters to spell words, begin to use letters to represent sound, demonstrate an awareness of letter-sound relationship (most) 	<p>WORD STUDY (Word Work)</p> <ul style="list-style-type: none"> • rhyming <ul style="list-style-type: none"> – recognize and generate spoken words that rhyme • segmenting <ul style="list-style-type: none"> – segment the sounds in a word with three to four sounds • isolating <ul style="list-style-type: none"> – identify the beginning, middle, and ending sounds in words • deleting <ul style="list-style-type: none"> – delete beginning or ending sounds from words • blending <ul style="list-style-type: none"> – blend an increasing number of sounds to make a word (three to four or more) • substituting <ul style="list-style-type: none"> – use an increasing number of letters to represent sound 	<p>WORD STUDY (Word Work)</p> <ul style="list-style-type: none"> • use meaning, syntax patterns, and sound cues to spell words • spell many high-frequency words conventionally • use a range of spelling strategies • use a variety of strategies to edit for spelling • demonstrate increasing knowledge of spelling patterns, including long vowel patterns (ai, ay, oa, ou, ee, ea) • chunk words into syllables • begin to use an appropriate short vowel in each syllable of a word • begin to use apostrophes for contractions • begin to use plurals and past tense • sequence letters when spelling words • use an increasing numbers of accurately spelled words • apply a wider range of spelling strategies resulting in more conventional or close to conventional spellings 	<p>WORD STUDY (Word Work)</p> <ul style="list-style-type: none"> • demonstrate an increasing knowledge of spelling patterns and use patterns from simple words to spell more complex multi-syllabic words • use increasing numbers of accurately spelled high-frequency words • use meaning and syntax patterns as well as sound cues to spell words • use a range of spelling strategies with independence • begin to use other vowel combinations (au, aw, ui, oo, oy, oi, ow) • begin to spell the r-controlled vowels (ir, er, or, ur, ar) with more consistency • use apostrophes for contractions • begin to use possessives • begin to consider meanings of homophones • begin to use double consonants when necessary • use plurals and past tense consistently • spell many words conventionally