



Chapter

5



Languages

Chapter 5 Languages

Language learning is central to every learning project, for language is a vital aspect of communication and represents a vehicle for learning used in all subjects. Language enables students to organize their thoughts, to express themselves clearly and accurately, and to communicate effectively both orally and in writing in various situations. Since it provides access to knowledge, it is an essential tool for creating, analyzing, exercising critical judgment and describing or expressing ideas, perceptions and feelings. It is through language that we develop our view of the world since words, beyond codes and rules, convey the singular nature of thought.

Proficiency in one or several languages promotes the affirmation and development of our personal, social and cultural identity. By reading, writing, listening and speaking in our own or another language we discover the pleasure, usefulness and importance of this crucial means of expression. Exposure to literary works is particularly important in this regard, since it allows us to discover the richness and diversity of humankind. Language is equally essential for creating, strengthening and transmitting culture and for developing an open mind.

Knowing several languages allows us to both enrich our knowledge of our mother tongue and to gain a better perspective on our cultural heritage. Moreover, learning a second or third language is one of the most important tools for advancing personal development in a pluralistic society that is open to other cultural realities. Given Québec's historical and geographic profile, mastering the French language is a necessity and learning English as a

second language is certainly recommended. Furthermore, learning additional languages is encouraged, especially in secondary school, with a view to providing students with a window on the world.

GENERAL OBJECTIVE IN LANGUAGES

To develop the students' capacity for oral (speaking and listening) and written (reading and writing) communication so as to enable him/her to express his/her view of the world, to enter into relationships with young people and adults from near and far, and to acquire and transmit cultural knowledge.

CORE LEARNINGS IN LANGUAGES

- ▶ Communicates appropriately in various situations, orally and in writing
- ▶ Expresses his/her thoughts in a coherent and organized fashion in everyday situations
- ▶ Acquires oral and written language to meet his/her personal, school and social needs
- ▶ Exercises critical judgment with regard to oral, written, visual and electronic texts
- ▶ Understands language as a system and is able to give examples of how this system works
- ▶ Appreciates the value of literary works



Photo: Alain Desilets

Introduction: What is literacy?



This program provides students with the opportunity to develop language competencies that respond to the realities of diverse situations...

The new English Language Arts (ELA) program for the elementary schools of Québec is first and foremost a literacy program. The noted Brazilian educator, Paulo Freire, described literacy as knowing how to “Read the world and the word.” This program is centred in the connection between the learner’s world and words, since language is both a means of communicating feelings, ideas, values, beliefs and knowledge, as well as a medium that makes active participation in democratic life and a pluralistic culture possible.

In order for our students to develop literacy in a world of rapid social, cultural and technological change, we need to take the time to connect learning about language to the worlds of the students we teach, including those children with special needs, so that they understand language-learning as the development of a repertoire of essential strategies, processes, skills and knowledge that will make it possible for them to learn throughout their lives. For this reason, the English Language Arts program for elementary school is grounded in the texts our students will encounter in the world and focuses on the development of fluent readers and writers of oral, written and visual discourse. The goal of any literacy program must be to provide opportunities for the learner to experience the power of language as a way of making sense of her/his experience and of breaking down the barriers that separate individuals. This program provides students with the opportunity to develop language competencies that respond to the realities of diverse situations; the

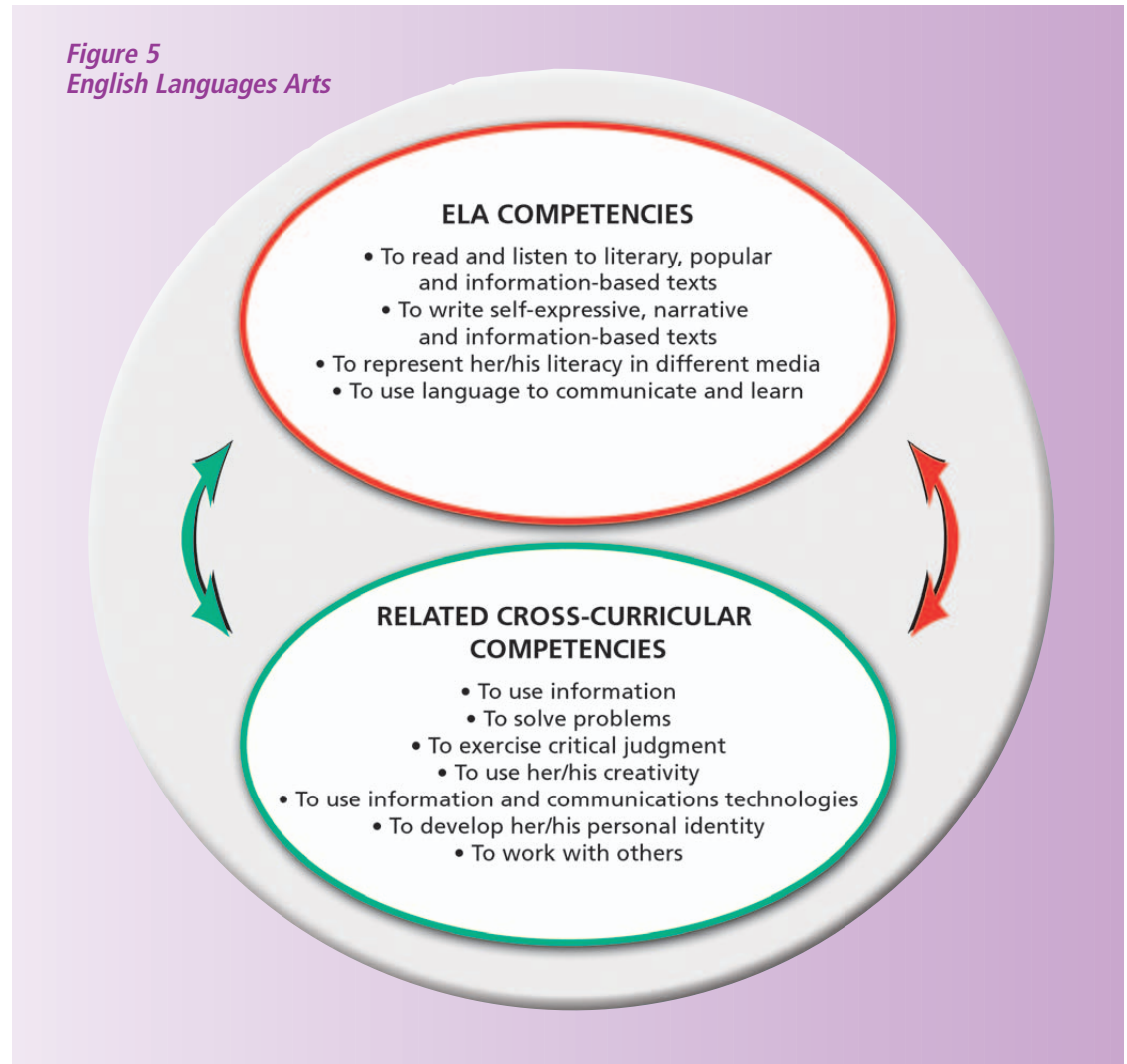
interpersonal and communication strategies that they will require in order to become active, critical members of society; and an appreciation of their rich literary and cultural heritage.

Our new English Language Arts program is both a text that addresses a series of issues and concerns raised by our community since 1980, and an inventory of best teaching practices from many of the most talented teachers in Québec. As you read the program, you will find much that is familiar to you and new ideas that bring our profession “up to speed” with important developments in language teaching.

What are some familiar elements? Among those we might list are: children’s literature; writing as a process; responding to and interpreting texts; collaborative learning; storytelling; spelling as a process of constructing patterns, rules and generalizations; written and spoken discourse; student-centred learning that promotes differentiation in inclusive classrooms; learning-by-doing (i.e. rather than hearing about it); the four linguistic cuing systems; and language used in contexts, or situations, that are relevant and familiar to the student. Some new aspects are: the notion of text; linguistic structures and features; the media; technology; developmental drama; and the potential of portfolios in self-evaluation as a means for the student to reflect about her/his learning and to set future learning goals.

As you examine the ELA program and think about literacy, be sure to cross reference your reading to include all the English Language Arts competencies, since literacy is an integrated system of communication and the separate competencies represent “the parts” that make up the whole. As well, make connections between ELA and the cross-curricular competencies. What would these areas contribute to your students’ growing understanding about language? What kinds of spoken, written and media texts might they involve? How have you made your students conscious of what they are learning and how does this relate to language across the curriculum? In other words, the English Language Arts program in the Québec Education Program takes as its ultimate mission the development of literacy that will enable the student to use language to get things done, to solve problems, to imagine possibilities, to develop her/his creativity, to share knowledge and experiences with others and to learn from the different subject areas of the elementary school curriculum.

Figure 5
English Languages Arts



This diagram represents the interdependence between the competencies in the English Language Arts program and some of the cross-curricular competencies.

COMPETENCY 1 • TO READ AND LISTEN TO LITERARY, POPULAR AND INFORMATION-BASED TEXTS

Focus of the Competency

MEANING OF THE COMPETENCY AND CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The contribution that this competency makes to the development of literacy is to provide the student with the necessary experiences, strategies and processes to become an active and critical reader for life. Becoming a reader is primarily achieved through reading, viewing and listening to a wide range of different text types throughout elementary school. Henceforth in this document, “reading” is understood to also include “listening to” and “viewing” texts. Although the reading competency is described separately, it is part of the integrated language arts program, and reading development can occur only in conjunction with writing, viewing, visually representing, talking and listening. In addition, although the reading competency describes essential developmental processes, they will become differentiated as children follow individual pathways to become readers in inclusive classrooms. As a result of the student’s immersion in a rich, literate classroom environment, s/he uses reading to acquire the cross-curricular competencies which are: to use information, to solve problems, to exercise critical judgment and to use creativity.

CONTEXTS FOR LEARNING

There are two essential contexts in which this competency develops: a) the texts which are read and b) the situations in which reading takes place. On a daily basis in school, the student reads, views and listens to authentic literary, popular and information-based children’s books that are appropriate to the student’s age, interests and

developing abilities. In addition, s/he reads real books that are written in natural language, constructed with predictable structures and features and contain familiar content. The purpose of all reading/viewing situations is the construction of meaning. Personal choice of reading material is provided and the student is encouraged to construct meaning from children’s books s/he chooses that interest and stimulate her/him. Every day, the student has many opportunities for exploratory talk and sharing with her/his teacher and peers. In addition, s/he works in a supportive environment that promotes risk-taking and a trial-and-error approach in the use of specified reading strategies and in the interpretation of texts. Throughout this program, the teacher guides and supports all the student’s initiatives, such as the development of a personal repertoire of meaning-making strategies. From Cycle One to the end of Cycle Three, an integrated ELA portfolio containing samples of the student’s development in the different competencies of this program is maintained for the purpose of assessment and evaluation.

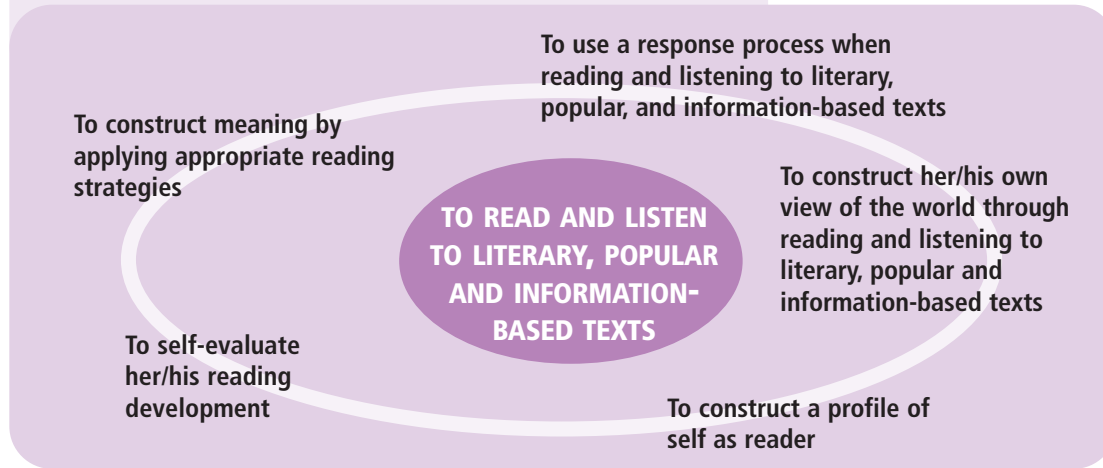
DEVELOPMENTAL PROFILE

The student constructs her/his own reading identity by acquiring a repertoire of favourite texts and text types and of different strategies to interpret texts. The student develops not only an increasing control of a wide range of reading strategies, but also her/his awareness of how, when, and why s/he uses specific strategies to construct meaning from a text gradually evolves through trial-and-error exploration, teacher-guidance and self-reflection. Since reading is a meaning-making process in which the reader responds to texts in the light of her/his personal,

social and cultural background and experience, the student develops and explains her/his own preferences in reading material. The student becomes a more critical reader by responding to what is personally relevant to her/him and then gradually shifting her/his attention to the perspectives of others. Since no text has a single correct meaning that is understood by everyone in the same way, the student learns first to develop her/his own responses to texts while recognizing that others will construct meaning differently. Throughout Cycles One, Two and Three, the student gradually learns to reassess and adjust her/his own responses to texts in the light of the views of others in small- and large-group discussions.

Another part of developing a more critical stance as a reader is the student’s increasing understanding that the meaning of a text is shaped by the way it is written, specifically, by its structures and features. Thus, the student begins to see a text as a construction and to identify some of its social and cultural values, such as those in a novel like *Underground to Canada*. By the end of Cycle Three, the student begins to construct her/his own view of the world by comparing her/his own personal values and beliefs with those of a text. Self-evaluation, reflection and goal-setting play key roles in the development of a reader, and these too are developmental processes. Throughout elementary school, the student is moving towards an explicit understanding of her/his own tastes and preferences in reading, of the strategies s/he uses, of the nature of her/his responses, and of the ways texts are constructed. A record of the student’s reading is maintained in an integrated ELA portfolio that may include reading samples, responses, drawings, preferences, presentations of group work or role-plays, self-evaluations, reflections and goals.

Key Features of the Competency



Evaluation Criteria

It is understood that the contexts for the evaluation criteria that follow are described in the Outcomes for that cycle, since the criteria represent indicators of development over the two years of a cycle.

Cycle One

- Develops a range of favourite text types from which s/he constructs meaning
- Develops and uses a repertoire of meaning-making strategies
- Begins to acknowledge and support different interpretations of the same text
- Begins to identify some structures and features of text type
- Talks about self as reader
- Begins to discuss own progress in reading with reference to work selected from ELA integrated portfolio

Cycle Two

- Expands range of favourite text types from which s/he constructs meaning
- Develops preferred reading strategies when meaning-making breaks down
- Seeks to clarify own meanings and meanings of others through a response process
- Identifies some structures and features of familiar text types and explains how they contribute to meaning
- Begins to discuss how s/he goes about reading
- Begins to reflect on self as reader, with reference to work selected from ELA integrated portfolio

Cycle Three

- Begins to broaden repertoire of familiar literary, popular and information-based texts beyond favourites
- Uses appropriate reading strategies to construct meaning in a specific context
- Begins to respond to the interpretative processes of her/his peers
- Begins to adapt some familiar structures and features from reading into own writing
- Reflects on reading progress by explaining reading preferences and use of strategies
- Begins to set short-term, attainable goals with reference to work selected from own integrated ELA portfolio

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the student chooses to read, view and/or listen to a variety of children's texts, including her/his own writing that is considered as text, and develops a range of favourite literary, popular and information-based texts appropriate to her/his own age, interests and abilities. S/he begins to trust her/his own ability to construct meaning as a reader in a supportive, risk-taking environment that involves ongoing collaboration with peers and teacher. With guidance, the student develops and uses a repertoire of meaning-making strategies in a trial-and-error fashion, and s/he may ask for and receive help when required. While s/he develops her/his own view of a text in the light of her/his own experiences, the student also begins to acknowledge and support different interpretations of the same text in peer and teacher discussions. When prompted by the teacher, the student begins to identify some structures and features of familiar text types. Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information. In teacher conferences with a limited and specific focus, the student talks about her/himself as a reader and, with guidance, begins to describe her/his strengths and changes over time, and to set goals for future learning in an integrated ELA portfolio.

CYCLE TWO

By the end of Cycle Two, the student uses some familiar reading strategies more systematically when her/his process of meaning-making is disrupted. Her/his repertoire of favourite literary, popular, and information-based children's books begins to expand, as a result of working in a print-rich environment with peers and teacher. S/he begins to identify the different strategies s/he uses to read different text types. As a member of a community of readers, s/he continues to take risks and to make personal connections to the texts s/he reads, hears, and views, and begins to respond to the interpretive processes of her/his peers. In peer/teacher discussions, s/he asks questions about the text as a way of seeking clarification and enrichment of her/his interpretations. The student begins to transfer some structures and features of familiar text types to her/his writing and uses reading as part of the process of acquiring information, solving problems and thinking creatively and critically. Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information. With guidance, the student describes her/his profile as a reader and how s/he goes about reading. In collaboration with the teacher, the student selects representations of her/his reading from her/his own collection for her/his integrated ELA portfolio and, with guidance, gives reasons for her/his choices.

CYCLE THREE

By the end of Cycle Three, through exercising personal choice in reading material, the student reads, hears and views a range of text types critically. S/he gives reasons for her/his personal selections, which may be within one text type, and begins to find value in texts outside her/his favourites. The student selects, with greater control, appropriate reading strategies when her/his process of meaning-making breaks down and knows how to adjust the strategies s/he uses according to her/his purposes and to the text type. S/he identifies and explains the structures and features of familiar text types encountered in reading and uses some of them in her/his writing to shape meaning in a particular way. In discussion groups, s/he begins to work with peers as sources of clarification and enrichment of her/his interpretations of texts. S/he identifies and explains some of the structures and features of familiar text types encountered in reading and uses them in her/his own writing to shape meaning in a particular way. When prompted, the student compares the content, structures and features of the texts with those in her/his personal repertoire. When the student is researching a personally relevant topic, s/he reads, views and listens to a variety of sources and, with guidance, begins to compare and select information from them. Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information. The student demonstrates a sense of her/his reading profile by giving reasons for her/his preferences and by beginning to describe her/his use of strategies and ways of responding. With guidance, the student sets specific short-term goals in reading and monitors her/his progress in achieving these goals by selecting and explaining representations of her/his reading in her/his integrated ELA portfolio.

Essential Knowledges

The following processes, strategies, skills and understandings are the essential knowledges that are fundamental to the development of literacy. Literacy is demonstrated when the student uses her/his understanding of written, spoken and visual texts in contexts that are personally relevant and that influence her/his personal development, social relationships and/or community. Literacy is the extension of the student’s knowledge of basic language and of texts to situations or contexts where her/his understanding is used for personally and socially significant reasons.

REQUIRED TEXTS

The reading competency draws on three types of text: literary, popular and information-based. Literary texts are understood to be children’s literature with an equal representation of male and female authors and characters, and of diverse cultural groups. These may include narratives (myths, legends, mysteries, TV shows, movies, etc.), poetry (lyric, narrative, limericks, etc.), plays, journals, diaries, and picture books. Popular texts are the texts of popular culture and of everyday life that are produced especially for children and may include: comics, ads, posters, letters, invitations, etc. Information-based texts are non-fiction texts and may include science; history; biographies; how-to texts; visual texts, such as maps, time lines; as well as newspapers, magazines and other media texts. In addition, the student reads her/his own writing, which includes literary, popular and information-based texts. It is understood that decoding the above texts is only one part of the process of reading, making it essential that the student partake of the rich cultural heritage found in literary, popular and information-based texts. Furthermore, in differentiated classrooms, all students, including those with decoding problems, have the right to experience the richness of the ideas in texts.

Legend: * ① Cycle One ② Cycle Two ③ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

READING STRATEGIES

The student uses the following repertoire of strategies to construct meaning from texts:

• The four cuing systems, which include:

- Prior knowledge and personal experience of the content of a text (semantic) ① ② ③
- Knowledge of the ways books work (pragmatic), e.g. most fairy tales begin with, “Once upon a time...” ① ② ③
- Use of pictures and other graphic representations to interpret texts (pragmatic). See also Competency 3, re: reading texts that have images and illustrations ① ② ③
- Knowledge of common language patterns (syntax). See also Competency 2, Writing System ① ② ③
- Knowledge of the relationships between sounds and written symbols (graphophonics) ① ② ③

• Self-correcting strategies, which include:

- A trial-and-error approach ① ② ③
- Questions and talk with others to clarify and enrich interpretations. See also Competency 4 ① ② ③
- Predictions, confirmations and inferences, when prompted by the teacher ① ② ③
- Perseverance when meaning-making breaks down by:
 - Adjusting pace ① ② ③
 - Reading on ① ② ③
 - Omitting words ① ② ③
 - Rereading ① ② ③
 - Making substitutions consistent with pattern of meaning-making ① ② ③
 - Making connections, e.g. to prior knowledge or to other texts ② ③
 - Discussions with teacher of the strategies s/he uses when meaning-making breaks down ① ② ③

READING STRATEGIES (cont.)**• Strategies for locating information and/or ideas in texts, which include:**

- A trial-and-error approach 1 2 3
- Use of different reading strategies according to the text type, e.g. literary, popular or information-based texts may need to be read differently 1 2 3
- Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skipping unimportant parts 2 3
- Making of connections, with guidance, between the structures and features of familiar text types and their meanings 2 3
- Use of the following to locate specific information and/or ideas (See also Competency 2, Profile of self as writer and Competency 4, Using talk for learning and thinking):
 - Pictures and other graphic representations in texts 1 2 3
 - Headings, chapter divisions 2 3
 - Table of contents 2 3
 - Index 3
 - Beginning to identify, with guidance, the stages of researching a topic, which include:
 - developing research questions 3
 - narrowing a topic 3
 - selecting and recording information from 3
 - reading/listening/viewing 3
 - categorizing information 3
- Initial development of a personal method for researching a topic, with guidance 3

RESPONSE PROCESS AND READING

The student follows a response process by:

• Reading, listening to and viewing a range of self-selected and personally relevant texts that include:

- Use of personal, social and cultural background and experiences to interpret texts 1 2 3
- Searching the Internet to locate texts that entertain, promote, and inform. See also Competency 3 2 3

• Developing a personal response process in the context of a community of readers through:

- Discussion of responses with others individually, in small groups and in the whole class. See also Competency 4 1 2 3
- Acknowledgment and support for different interpretations from peers of one text 1 2 3
- Discussion of favourite parts, ideas, and/or information in texts
- Recount of the story and, with guidance, outline of information in a text 1 2 3
- Development of opinions on literary or popular texts 1 2 3
- Sharing of new or interesting information gained from a text 1 2 3
- Sharing of responses with others to clarify meaning and enrich interpretation 2 3
- Participation in literature circles to discuss own and others' responses to texts 2 3
- Comparing own responses with those of others at a beginner's level 3
- Discussing own response process at a beginner's level 3

RESPONSE PROCESS AND READING (cont.)

• Moving beyond the initial response through:

- Responses to texts in a variety of ways that include talking, writing, the Arts, media. See also Competencies 2, 3 and 4 **1 2 3**
- Early attempts to explain own views of a text **2 3**
- Support for own views with references to the text in small and large group discussions **2 3**
- Discussions of structures and features of text and their impact on the reader **2 3**
- Discussion of the structures and features of a text and their influence on the meaning of a text **2 3**
- Returning to a text to confirm interpretations and understandings in discussions with peers **3**
- Adjustment of own interpretations in the light of the responses of others at a beginner's level **3**

VIEW OF THE WORLD THROUGH READING

The student understands that texts are social and cultural products by:

• Seeing a text as a construction through:

- Suggestion of alternative endings or actions in a literary or popular text **1 2 3**
- Plausibility of events, characters, opinions and/or information in a text in relation to own values and experiences **1 2 3**
- Comparison of texts that are familiar by recognizing:
 - the same theme or idea developed in different ways in two literary or popular texts **1 2 3**
 - that non-fiction texts on the same topic contain different information **1 2 3**

- cross-curricular connections between texts, e.g. treatment of a theme in a literary and in a history text. See also Competency 3 for work with familiar media texts **2 3**
- identification of some of the ways in which information is presented in popular and information-based texts. See also Competency 3 in media for texts that inform, entertain and promote **3**

• Understanding the influence of familiar structures and features on the meaning of a text through:

- Identification of some structures and features of familiar text types, e.g. characters in a fairy tale are often animals **1 2 3**
- Location of similar structures and features in other texts of the same type, e.g. a list and a list poem. See also Competency 3 **2 3**
- Knowledge of familiar text types transferred to own writing by using known structures and features. See also Competency 2 for writing as a system and integration of reading into writing. See also Competency 3 for connection to media texts **2 3**

• Beginning to identify the view of the world presented in a text through:

- Teacher and peer discussions of the ways in which different groups of people are depicted in texts **1 2 3**
- Own questions about the view of the world represented in the text, with guidance from the teacher **2 3**
- Making of inferences, when prompted, about the view of the world presented by the text **2 3**
- Discussions, with guidance, of whose voices are heard and whose are missing in a text. See Competency 4 for talk and learning **3**
- Comparison, with guidance, of own values with some of the social, cultural and historical values in a literary text in teacher and peer discussions **3**

PROFILE OF SELF AS READER

The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:

• Selecting own texts to read, listen to and view in order to:

- Satisfy own curiosity, imagination and purposes 1 2 3
- Develop own interests and passions through reading 2 3
- Use own writing as texts. See also Competency 2 for reading/writing connections and Competency 3 for reading/production connections 1 2 3
- Expand repertoire of favourite texts to include Young Adult Fiction 2 3
- Begin to extend reading repertoire beyond favourites, when encouraged by peers and teacher 2 3

• Describing and explaining own tastes and preferences in reading through:

- Conversations with the teacher and peers about how personal selections of favourite books are made 1 2 3
- Comparisons of previous preferences with current favourites 2 3
- Recognition of self as a member of a reading audience, e.g. who else might like this book? See also Competency 3 for target audience in the media 2 3
- Discovery of value in texts outside own repertoire of personal favourites 3
- Development of own criteria for evaluating likes and dislikes at a beginner's level 3

• Describing and explaining how and why s/he reads through:

- Identification in teacher/peer discussions of some of the strategies s/he uses when meaning-making breaks down 1 2 3
- Reading of own and others' writing as a reader at a beginner's level. See also Competency 2 2 3

- Discussion of personal use of reading as a means of exploring and developing thinking, ideas, imagination and feelings. See also Competency 4 3

- Conversations with the teacher about some features of own response process 3

SELF EVALUATION

The student learns to reflect on her/his growth in reading through:

• Teacher/student and peer conferences with a limited and explicit focus that include:

- Discussion of own strengths and changes over time in specific situations that arise on a day-to-day basis 1 2 3
- Identification, with guidance, of own long-term reading needs, interests and goals 1 2 3
- Comparison of current reading strategies and text preferences with prior strategies and preferences 2 3
- Answering of reflective questions about her/his growth in reading processes and current text preferences 2 3

• An integrated ELA portfolio that includes:

- Representations of her/his insights over a period of time and in a variety of ways, e.g. through talk, art, role-play, writing captions to drawings 1 2 3
- Selections of personally meaningful representations of her/his reading for portfolio from an ongoing collection that may include list of favourite texts, samples, responses, goals and reflections 1 2 3
- An ongoing collection of representations of her/his reading with teacher support 2 3

SELF EVALUATION (cont.)

- **The development, over time, of a repertoire of reflective strategies that include:**

– Conversations with teachers and peers	1	2	3
– A record of changes in own reading tastes and approaches		2	3
– Use of own criteria to evaluate texts read, heard or viewed		2	3
– Identification of own purposes and uses of reading			3
– Posing and answering of questions about own reading			3
– Revision, with guidance, of own reflections to clarify them and to monitor reading development			3
– Selection of representations of reading for integrated ELA portfolio, for an increasing variety of reasons including pieces:			
- that s/he likes most	1	2	3
- that s/he learned most from		2	3
- for which s/he received the best response from others		2	3
- that reveal the most about him/herself as reader			3
– Development of own criteria in order to judge her/his strengths in reading and changes over time at a beginner’s level (3) with guidance from the teacher:			
- setting of learning goals in reading	1	2	3
- monitoring of progress toward her/his goals with teacher	1	2	3
- distinguishing attainable goals from unattainable goals at a beginner’s level		2	3
- distinguishing of short- and long-term goals		2	3

COMPETENCY 2 • TO WRITE SELF-EXPRESSIVE, NARRATIVE AND INFORMATION-BASED TEXTS

Focus of the Competency

MEANING OF THE COMPETENCY

Writing is one of the principal ways in which the student actively participates in the shaping of community and culture. The focus in this competency is on written discourse in all of its variety as a process of discovery and re-discovery, in which the student writes different self-expressive, narrative and information-based texts as a means of getting things done, of giving expression to her/his experiences and of making sense of her/his world. In this way, the writing competency makes an important contribution to the literacy of the student. The intention is for the student to see writing as a positive, rewarding activity through which s/he communicates ideas, experiences, feelings and information to others, makes thinking visible to her/himself and participates in society and culture, since learning to write opens the door to becoming an active member of a literate community.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency contributes essential knowledges to the cross-curricular competencies of problem-solving, creativity, working with others, and to the development of personal identity. Finally, since the student is learning to write among a community of writers, this competency contributes to Social Relationships in the Broad Areas of Learning.

CONTEXT FOR LEARNING AND DEVELOPMENTAL PROFILE

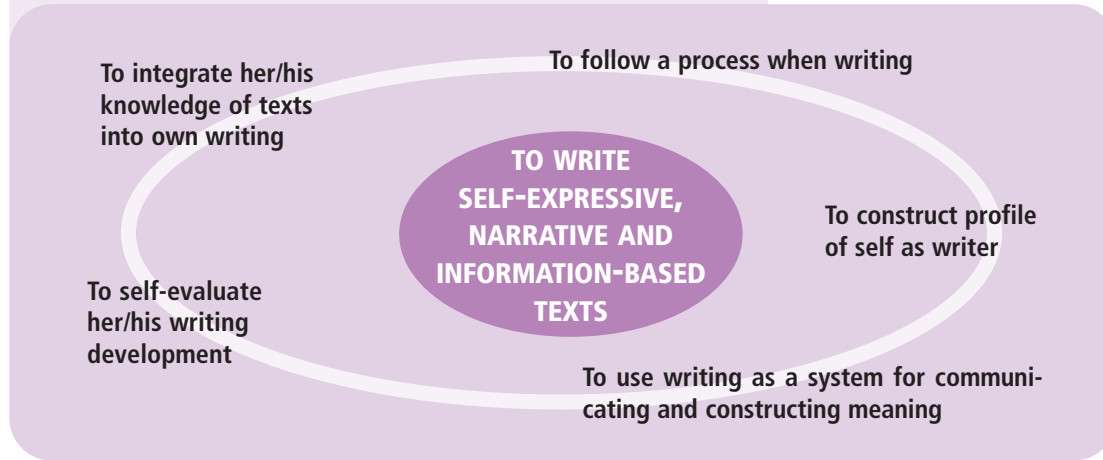
The starting point of the writing competency is the student her/himself. Writing is viewed as a powerful way for every child to shape meaning through writing, from the beginning to the end of elementary school. The student views her/himself as a writer and writes daily for personally significant purposes and a real audience of peers, family and trusted adults. At all stages of writing development, the student's texts are viewed as meaningful. The student first learns to construct meaning by focusing on what is personally relevant to her/him and then, gradually, by shifting her/his attention to the needs of her/his audience. The teacher supports writing by reading a rich variety of texts to the student, by providing opportunities for talk about the texts the student reads, views and listens to, and by both encouraging and creating opportunities for the student to write in contexts that involve risk-taking and making choices which are essential to the development of confident, independent writers. Emphasis is placed on the student's successes and on the consistent support and encouragement of family members, peers and teachers as readers. The classroom is seen as a community of writers and individual students behave like writers when engaged in the writing process. It is understood that there is no one developmental profile that fits all children: each child will bring to writing her/his own unique pattern of growth and special way of seeing the world.

In the English Language Arts (ELA) program there is a strong interdependence among the competencies. It is understood that writing will be taught in connection with reading, listening, speaking and the media. Understanding the importance of collaboration, of talk, of reading and discussing a rich variety of texts and of exploring writing both through the act of one's own writing and through the reading of others' writing are part of the essential knowledges of this competency. From the beginning of Cycle One to the end of Cycle Three, an integrated ELA portfolio is maintained through each cycle of elementary school and is used for the purposes of ongoing self-evaluation of the student's development as a writer, and as a basis for setting individual learning goals, since once the student is conscious of her/his writing profile, growth through language is assured.



The intention is for the student to see writing as a positive, rewarding activity through which s/he communicates ideas, experiences, feelings and information to others.

Key Features of the Competency



It is the connection to what is personally meaningful to her/him that fuels the student's desire to write.

Evaluation Criteria

It is understood that the contexts for the evaluation criteria that follow are described in the End-of-Cycle Outcomes for that cycle, since the criteria represent indicators of development over the two years of a cycle.

Cycle One

- Chooses own topic and text type
- Uses signs, symbols, illustrations and words to communicate to a familiar audience
- Produces a range of text types to serve an expressive function that are personal
- Uses a limited range of developmentally appropriate spelling strategies, including purposeful approximations
- Begins to adapt ideas and structures drawn from reading/viewing experiences to own texts
- Talks about own writing in context of portfolio

Cycle Two

- Makes personal choices about purpose, topic and text type during writing process
- Produces self-expressive, narrative and information-based texts for a familiar audience
- Begins to put into practice writing strategies that help to clarify the concept of a familiar audience
- Communicates meaning through writing that shows an early awareness of appropriate language register and basic syntactic structures in a known, relevant context
- Adapts ideas and structures drawn from reading/viewing experiences to own texts
- Reflects on writing selections already accumulated in a portfolio

Cycle Three

- Makes personal choices about purpose, topic and text type during writing process
- Produces self-expressive, narrative and information-based texts for a familiar and wider audience
- Uses writing strategies to adjust writing to needs of her/his audience
- Begins to make simple revision and editing decisions
- Makes appropriate choices about structures and features of the text type s/he is writing given the purpose, audience and context
- Reflects on strengths and learning goals through writing selections already accumulated in a portfolio

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the student writes daily and is a risk-taker who is able to choose her/his own topics and purposes for writing in order to produce personally meaningful texts for a familiar audience of peers, family and friends. It is the connection to what is personally meaningful to her/him that fuels the student's desire to write. *S/he* uses signs, symbols, illustrations and words to communicate, in combinations that are both deliberate and experimental. Her/his focus is on producing a range of text types, all of which serve an expressive function and are deeply personal, in that they are related to her/his experiences, ideas, feelings, family and friends. *S/he* is aware of a limited range of developmentally appropriate spelling strategies, such as patterns and generalizations, and uses these in a trial-and-error fashion. The student is able to use invented spelling that demonstrates her/his growing awareness of written language. *S/he* understands that talk is essential to her/his writing process. *S/he* talks about the books she hears, reads and views and begins to use, in her/his writing, ideas and structures from these experiences with familiar and favourite texts. Much of her/his writing is exploratory and goes no further than an initial draft. *S/he* may develop some writing for personally significant purposes and a familiar audience by deciding on a few revisions to her/his initial draft of writing before arriving at a text that satisfies her/him, but this process is not yet consolidated. Ongoing assessment and evaluation of the student's

development is based on a collection of her/his writing over time rather than on one or two pieces of information. The context or situation in which assessment and evaluation take place also includes the following: a familiar, known and specific purpose for writing, access to rich varieties of print; and opportunities to follow a writing process and to talk about her/his writing. With guidance, *s/he* chooses and talks about personally significant pieces of writing from her/his integrated ELA portfolio with the teacher.

CYCLE TWO

By the end of Cycle Two, the student writes daily. *S/he* produces self-expressive, narrative and information-based texts that reflect her/his interests, personal choices and purposes, for a familiar audience of peers, family and trusted adults. *S/he* is beginning to value writing as a means of expression and as a means of discovery. Talk plays a central role in her/his writing strategies and *s/he* is learning to rely upon the classroom community of writers in order to seek and receive immediate responses to her/his writing. It is as a result of these interactions with peers and teacher that *s/he* is beginning to think about the person(s) who will read her text(s). *S/he* continues to take risks in her/his writing as *s/he* experiments with ways to meet some of the needs of her reader. In a known, relevant context for writing, *s/he* experiments with an appropriate language register, given (familiar) audience and purpose. *S/he* uses basic syntactic struc-

tures to convey meaning in simple, familiar texts. *S/he* draws on her/his knowledge of familiar structures and features of texts based on knowledge of reading, viewing and listening to a rich variety of texts to suit her/his own purposes. With the support of the teacher, *s/he* begins to question familiar and favourite texts to make tentative discoveries of how the author crafts her/his writing. During the writing process, *s/he* shares her/his writing with peers and the teacher and, with teacher guidance, is able to select some texts to develop further for specific purposes and a familiar audience. The student requires the teacher's support to develop this text to a stage where *s/he* is satisfied with it, in the form of key questions, observations and connections to other texts *s/he* knows. *S/he* has learned and uses a growing number of developmentally appropriate spelling strategies. Ongoing assessment and evaluation of the student's development is based on a collection of her/his work in writing over time rather than on one or two pieces of information. As was the case in Cycle One, the context or situation in which assessment and evaluation take place also includes a familiar, known and specific purpose for writing; access to rich varieties of print; opportunities to follow a writing process and to evaluate, through talk, the success of the process for her/him. With guidance and support, the student is able to reflect on her/his writing in the context of her/his integrated ELA portfolio by comparing current writing and earlier work.

CYCLE THREE

By the end of Cycle Three, the student views her/himself as a writer who writes on a daily basis and who values writing as a means of expressing her/himself, of exploring and thinking through new ideas, and of solving problems. S/he continues to make choices about the purpose, text type and audience for her/his writing. S/he produces self-expressive, narrative and information-based texts that reflect her/his more complex understanding of a rich variety of texts that s/he has read, viewed and listened to throughout elementary school. The student writes for a familiar and wider audience of younger children, peers and trusted adults. S/he writes using personally significant, familiar text structures and features. Because of her/his understanding of purpose and growing awareness of her/his widening audience, the student is beginning to explore ways to shape her/his meaning in light of the intended audience. Talk and risk-taking continue to play a central role in her/his writing strategies. Through talk with the teacher and peers about the texts s/he writes, reads, views and listens to, s/he makes discoveries about some of the decisions authors make to craft their

writing. The student experiments with these in her/his own writing. Based on the student's decisions about purpose, audience and text type, s/he will select from known structures and features to construct her/his meaning. When writing an information-based text on a topic that reflects her/his interests, the student is capable of following a specific procedure for locating, organizing and presenting information, but is not expected to generate her/his own research method. During the writing process, s/he is beginning to understand the importance of rereading and of sharing drafts of her/his writing with peers in order to make simple revision and editing decisions. In the case of complex texts, the student requires the guidance and support of the teacher in order to make simple revision and editing decisions, since these processes are text-dependent. Ongoing assessment and evaluation of the student's development is based on a collection of her/his writing over time rather than on one or two pieces of information. In collaboration with peers and teachers, the student selects significant samples of writing from her/his integrated ELA portfolio and with specific references to her/his texts, identifies strengths and future learning goals.

Essential Knowledges

The following processes, strategies, skills and understandings are the essential knowledges that are fundamental to the development of literacy. Literacy is demonstrated when the student uses her/his knowledge about written, spoken and visual texts in contexts that are personally relevant and in order to influence her/his personal development, social relationships and/or community. Literacy is the extension of the student's knowledge of language and of texts to situations or contexts where her/his understanding is used for personally and socially significant reasons.

REQUIRED TEXTS

The writing competency draws on three types of texts: self-expressive, narrative, and information-based. Self-expressive texts include journals, reflections, personal letters, accounts of personal experiences and events. Narrative texts include stories, poetry, plays and popular texts, e.g. illustrated narrative in comic strips. Information-based texts include lists, signs, nonfiction, visual representations of information, reports, and science/math/social studies journals. The student writes a variety of self-selected text types for personally significant purposes and a real audience. Over time, s/he may negotiate topics for writing with teacher and peers. The focus for growth is on the connection between writing, reading, viewing and visually representing the student's personal experiences, interests and imagination, as would be true for any developing writer. Furthermore, in differentiated classrooms, all students, including those who have difficulty with the written code, have the right to experience the richness of the ideas in texts and to participate as writers within a classroom reading-writing community.

WRITING SYSTEM: UNDERSTANDING LANGUAGE

The student understands that writing is a communication system and assigns meaning to her/his texts by:

-
- **Self-selection of own topics, structures and features, based on purpose and audience** 1 2 3

 - **Writing to a familiar audience (peers, family, trusted adults) in order to express meaning(s):**
 - Pictures, symbols and/or signs integrated with print. See also Competency 3 on integrating visuals into writing, and the Cross-Curricular Competency, Creativity 1 2 3
 - Identification of purpose for writing 1 2 3
 - Specific structures and features of familiar texts incorporated into own writing, e.g. uses "Once upon a time..." and "Happily ever after" from fairy tales 1 2 3

 - **Using the linguistic structures and features of texts in own writing:**
 - Experimentation with the register of a text in a relevant context or situation for a specific purpose and for a familiar audience of peers, family and friends, e.g. in a note to a friend or a note to the principal, on a Web site s/he is creating, in a story in the role of a familiar adult or younger child. See also Competency 4 for uses of storytelling and classroom drama 2 3
 - Reflection about strengths and learning goals through writing selections already accumulated in a portfolio 2 3
 - Syntactic structures that carry meaning: the structure of a question, a request, an apology 2 3

WRITING SYSTEM: UNDERSTANDING LANGUAGE (cont.)

- Selection of ways to influence a familiar audience in self-expressive and narrative texts, e.g. through word choices, such as using sound-words, such as *swoosh*; an appropriate register, such as friends talking together; and an appropriate syntax, e.g. variety of sentence types. See also Competency 1 concerning reading-writing connections and Competency 4 for uses of storytelling and classroom drama
- Syntax that is chosen in order to add meaning to a text, given purpose, audience and context, e.g. repetition, length and variety of sentences
- Experimentation, at a beginner’s level, with different syntactic structures that are appropriate to purpose, audience and context, e.g. style of mystery story, dialogue to add humour or intrigue, melodrama, suspense, etc.
- Some control of the following linguistic features: tenses, verb/subject agreement, voice, i.e. first, second, third person
- Adaptation of the structure and features of different texts to different requirements, given the context, e.g. register and syntax of a postcard, letter, or flyer are different

WRITING PROCESS

The student follows a writing process that includes:

• Writing on a daily basis:

- Own topics and text types chosen to meet a specific purpose, audience and context, e.g. what will I write? Who is it for? Should I use words and pictures? See also Competency 1 for reading-writing connections and Competency 3 for different kinds of media texts 1 2 3

• Writing for specific purposes and in different contexts which include:

- | | | | | |
|---|--|---|---|---|
| 3 | – Getting things done | 1 | 2 | 3 |
| | – Personal needs | 1 | 2 | 3 |
| | – For pleasure | 1 | 2 | 3 |
| | – Clarifying thoughts | 1 | 2 | 3 |
| 3 | – Solving problems | 1 | 2 | 3 |
| | – Expressing ideas and feelings | 1 | 2 | 3 |
| 3 | – Recording experiences | 1 | 2 | 3 |
| | – Developing and exploring new ideas and information | 1 | 2 | 3 |

• Discussions with peers and teacher in order to:

- | | | | | |
|---|---|---|---|---|
| 3 | – Share ideas for topics, purposes, text types. See also Competency 4 for importance of talk in learning | 1 | 2 | 3 |
| 3 | – Plan, share, clarify and extend thinking. See also Competency 4 on language for learning and peer collaboration | 1 | 2 | 3 |
| 3 | – Seek feedback in role of writer, e.g. does this make sense? What have I left out? | | 2 | 3 |
| | – Respond like a reader (i.e. not as an editor) to writing of peers by focusing on the meaning of the text for her/him, e.g. I like the way you described the boy; I am not sure what you mean in this part | | 2 | 3 |
| | – Explore strategies for beginning to craft, revise and edit significant pieces of writing | | 2 | 3 |

• Exploratory prewriting activities appropriate to purpose, audience and context for the writing:

- | | | | | |
|--|---|---|---|---|
| | – Brainstorming for information and asking questions | 1 | 2 | 3 |
| | – Drawing on ideas, prior experiences and personal memories | 1 | 2 | 3 |
| | – Drawing, planning, talking | 1 | 2 | 3 |

WRITING PROCESS (cont.)

- Reading, listening to, viewing and talking about stories, songs, poems and books 1 2 3
 - Using graphic organizers 1 2 3
 - Telling and retelling stories 1 2 3
 - Drawing on prior knowledge, e.g. of the media. See also responding and production processes in Competency 3 1 2 3
-
- **Writing activities that nourish the development of a process for producing written texts:**
-
- Regular, sustained time to write on a daily basis 1 2 3
 - Drafts of own writing with focus on making meaning 1 2 3
 - Rereading of own writing with focus on meaning 1 2 3
 - Sharing own writing with peers 1 2 3
 - Seeking response to writing from peers and teacher 2 3
 - Selection of some pieces of writing to develop more fully, in collaboration with teacher, e.g. to publish as a book, as part of a display, as a letter to a friend, parent or trusted adult, as a flyer, as a part of a class anthology 2 3
 - One or two strategies for crafting and revising own writing, on a trial-and-error basis:
 - Talking about own writing 1
 - Seeking feedback, rereading favourite texts to make discoveries about what the author did 2 3
 - Questioning own texts as a writer, e.g. Does this lead draw my readers in? Does the text say what I want it to say? 3
 - Talking about personal revision process, e.g. how I make my writing more exciting; what I do when I am stuck. See also concept of writer's craft 3

- Initial editing skills, with guidance from teacher and in collaboration with peers: understanding of how to find and correct a specified error; mini-lessons on areas in need of review; developing an editing checklist 2 3
- Self-edits with focus on a limited number (1 or 2) of writing conventions at own developmental level:
 - Checks for end punctuation in pairs by reading aloud 1 2 3
 - Proofreads for known words, checks spelling of words that do not look right, checks for basic punctuation and capitalization 2 3
 - Checks for new paragraphs and punctuation when using dialogue, checks for consistent voice (first, second or third person) 3
- Feedback from peers and teacher requested and received for final editing of text 2 3
- Re-presentation of personally meaningful texts as published pieces for intended familiar audience 1 2 3

KNOWLEDGE OF TEXTS: READING-WRITING CONNECTIONS

The student comes to understand that texts are social and cultural products by:

- **Experimentation with familiar structures and features of different text types in own writing:**
-
- Based on wide repertoire of texts read, viewed in the media and encountered in her/his community 1 2 3
 - To suit own purpose and audience 1 2 3
 - Some features of familiar narrative and information-based texts transferred into own writing, e.g. maps and graphs to present information, some conventions of narrative texts: character, dialogue and events 2 3

KNOWLEDGE OF TEXTS: READING-WRITING CONNECTIONS (cont.)

- Development of control, through trial and error, of familiar structures and features of texts in own writing, e.g. begins to use dialogue, explores ways of creating suspense, begins to develop characters in stories, etc. 2 3

• Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation):

- Development of spelling conscience: rules, generalizations and patterns of written language, i.e. spelling, applied at appropriate developmental level 1 2 3
- Growing repertoire of developmentally appropriate spelling strategies:
 - Approximations, phonetic representation, visual patterns and common letter sequences, common structural patterns 1 2 3
 - Class and personal word lists, generalizations drawn from focusing on groups of words, e.g. rules for plurals 2 3
 - Knowledge of suffixes, prefixes and compounds, use of word meaning and derivations, human and print resources 3
- Integration of some basic writing conventions in own writing on a trial-and-error basis 2 3
- Use of some basic writing conventions. See self-editing in writing activities 3

• Concept of writer's craft:

- Guided discussion and questioning of texts read, listened to and produced in order to discover how the text works, e.g. How did the author craft her/his writing? How did she begin? Why did he end that way? How did she create suspense? 2 3
- Some techniques used experimentally in own writing, for own purposes, drawn from guided explorations of texts read, viewed and produced by others, e.g. using snapshots and flashbacks, showing not telling, using sensory details, ways of writing authentic non-fiction 3

- Structures and features of texts: different kinds of details about setting in story related to context, creating suspense, crafting leads in authentic non-fiction, pictures and captions in non-fiction text, conventions of specific text types such as fairy tale, mystery, etc. 3

PROFILE OF SELF AS WRITER

The student develops profile of self as writer in the context of a community of writers in the classroom by:

• Writing daily for personally significant purposes:

- See Writing Process—purpose and context for writing, above 1 2 3
- Use of writing in order to make thinking visible and reflect on learning, e.g. through subject learning logs, in journals 2 3
- Initial understanding of how to adjust writing to needs of a familiar audience: planning, sustaining and revising of significant texts for a familiar audience that have a personally relevant purpose, development of a spelling conscience and use of the necessary resources, e.g. dictionary, thesaurus, Internet and human, as required 3
- Conventions of writing, e.g. grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (capitalization, punctuation and spelling) used as tools a writer would use to communicate 3
- Adaptation of personal writing process to different writing contexts, purposes and (familiar) audiences 3

• Personal contribution to the development of a writing community in the classroom through:

- Connections made between reading, writing and interactions with peers, risk-taking in order to learn the writer's craft, decisions made about own writing 1 2 3

PROFILE OF SELF AS WRITER (cont.)

- Repertoire of favourite self-expressive, narrative and information-based text types reflects reading, listening, viewing, visual representations and writing. See also Competency 1 and 3 for text types 1 2 3
- Feedback from a familiar audience of peers, family and trusted adults during the writing process initiated by student 2 3
- Criteria for “good” writing discovered and developed from texts read, viewed and listened to, e.g. finds a place in the text that is effective and questions what the author did 3
- Criteria for “good” writing related to text type, purpose and audience, e.g. the importance of creating suspense in a mystery, the use of accurate facts, interesting ideas and authenticity in non-fiction 3
- Initial assessment of own writing through the lens/profile of self as a reader 3
- Initial research of a relevant issue, experience or event in own life in order to: think about a problem, make decisions or inform peers as an expert, e.g. deciding to buy a pet, choosing a camp, taking on a new responsibility, exploring a pressing school- or community-related problem. See also Competency 4, the inquiry method 3
- Collaboration with peers in a specified process for purposeful, guided inquiry, including finding a topic that arouses curiosity, developing questions, doing research, organizing ideas and presenting findings to peers. See also Methodological Cross-Curricular Competencies 3

SELF EVALUATION

The student learns to apply her/his knowledge about language and texts deliberately, consciously and with increasing control and enjoyment, on the basis of conversations with teacher and peers about her/his writing that involve:

• An integrated ELA portfolio:

- Sharing of portfolio with teacher in order to talk and reflect about writing on a regular basis throughout cycle 1 2 3
- Focus on pleasure taken in writing and in discussion with teacher and peers. See Competency 4 for use of team strategies and talk in learning 1 2 3
- Student-initiated talk about some writing strategies and about favourite pieces of writing with teacher 1 2 3
- Organization of written texts, i.e. with guidance in Cycles One and Two. See also other competencies in this program 1 2 3
- Portfolio contains different text types written for a variety of personal purposes 2 3

• Active participation in student/teacher conferences about writing strategies and writing process:

- With teacher, in order to talk about likes, dislikes and own development over time in context of integrated ELA portfolio 2
- Guided discussion of realistic individual learning goals set by the student, based on experiences writing and sharing texts with peers and teacher. See also Competencies 1, 3 and 4 for related activities 2 3
- Initial, guided discussion of writing process with teacher to focus on the audience for the student’s written texts 3
- Discussion of and commitment to individual learning goals supported by teacher and related to student’s experience as a writer 3
- Based on narrative, popular and information-based texts written for a variety of personal purposes and familiar audiences. See also Competency 4 for related activities

COMPETENCY 3 • TO REPRESENT HER/HIS LITERACY IN DIFFERENT MEDIA

Focus of the Competency

MEANING OF THE COMPETENCY

The media represent an important element of our English Language Arts (ELA) program, since they introduce our students to the language of texts other than those that rely almost exclusively upon the printed word. The media in this program include a range of texts, from the illustrated stories written by the students to illustrated picture books, posters and flyers, children's magazines, advertising aimed at children, as well as photography, radio, television and the Internet. All media texts use combinations of print, visuals, logos, signs or images in order to create their own language. This language is called visual discourse and includes conventions such as the speech bubble in a comic book, the eye-catching lead in a poster, or the scary music in a television mystery.

The essential knowledges of this competency are based on the power of the communication process when it involves not only words, but also the language of visual communication or discourse. Just as a story has a structure, so, too, does a poster; as well, there are special features, or conventions, that help us to recognize a magazine article or an Internet site. The student works actively with these structures and features in order to read and produce/write media texts. As the student learns to read and produce/write media texts, s/he is involved in break-

ing the code of how some of the different media work. This process of decoding and encoding is similar to that of reading print and, therefore, complements the processes and strategies in all the other competencies in this program and strengthens the development of literacy. In the ELA program, for each cycle, a direct connection is made between the reading and media competencies, since the processes we use as readers and writers of the print medium are very similar to those we use to construct meaning in other media.

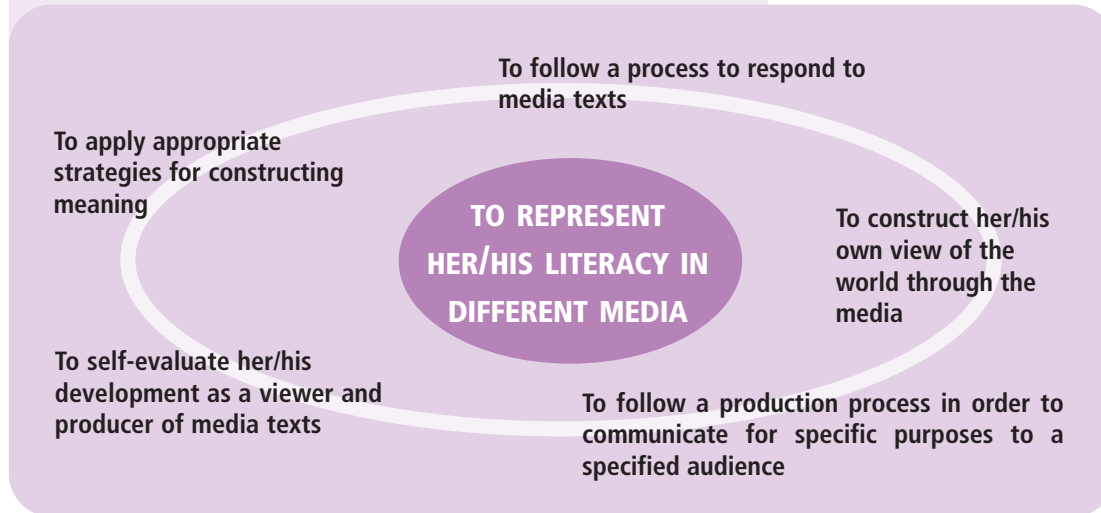
CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

This competency recognizes the changing landscape of literacy by making it clear that media texts need to become part of the student's understanding about how the language, codes and conventions of visual discourse work. This competency contributes to the cross-curricular competencies of problem-solving, critical judgment, creativity, use of information technologies, effective work methods and to the development of personal identity. In addition, the competency makes a fundamental contribution to media literacy, making it an important part of a student's literacy repertoire, as well as connecting ELA to the media literacy theme in the Broad Themes for Learning.

CONTEXT OF LEARNING AND DEVELOPMENTAL PROFILE

The starting point of the media competency is the student. Our students come into the classroom with extensive prior knowledge of the media. Through all three cycles of elementary school, it is anticipated that the teacher will act as a guide and support to help the student build on her/his previous experience with the media and extend it. The student begins by understanding her/his own responses to the media and produces texts that grow out of personal reasons to communicate with friends, family and trusted adults. The student follows a production and a response process that integrates collaborative learning strategies. Progressively, through the student's repeated opportunities to work collaboratively with peers on different texts that s/he reads (i.e. views or listens to) and produces, s/he deepens her/his understanding of how the media work. S/he is then able to adapt and manipulate, with increasing control, those structures and features of media texts that hold meaning. By Cycle Three, the student is beginning to move away from an intensely personal focus to a wider interest and audience for the texts s/he creates. A sample of strategies, productions and the student's role in the production process over time is used for the purposes of self-evaluation and as a basis for setting individual learning goals. This integrated ELA portfolio is maintained throughout each cycle of elementary school.

Key Features of the Competency



Evaluation Criteria

It is understood that the contexts for the evaluation criteria that follow are described in the End-of-Cycle Outcomes for that cycle, since the criteria represent indicators of development over the two years of a cycle.

Cycle One

- Experiments with images, signs, symbols, logos and/or words when producing texts collaboratively with peers, for a familiar audience
- With guidance, in the context of sharing her/his integrated ELA portfolio, talks about her/his productions

Cycle Two

- Produces familiar and age-appropriate media texts collaboratively with peers, for a familiar audience
- With guidance, in the context of sharing her/his integrated ELA portfolio, draws associations between her/his productions and experiences with the media

Cycle Three

- Produces, collaboratively, a variety of media texts that entertain, inform and promote, for a wider audience of younger children, peers and familiar adults
- In the context of sharing her/his integrated ELA portfolio, demonstrates an awareness of preferred media strategies that are used when responding to and producing media texts
- Begins to recognize common characteristics between and among texts in the same medium

All media texts use combinations of print, visuals, logos, signs or images in order to create their own language.

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the student is beginning to develop a repertoire of familiar and age-appropriate media text types that s/he reads (i.e. views or listens to) and produces. With his/her teacher acting as a support and guide to build on and extend the student's previous experience with the media, s/he has had repeated opportunities to follow a process when responding (orally) to the media and when producing media texts. The student's developing knowledge about how media texts work is demonstrated when s/he collaboratively produces texts with peers, in a supportive, risk-taking environment. These texts are personally significant and self-selected and made for an audience of friends, family and trusted adults. Her/his productions involve the use of images, signs, symbols, logos and/or words to convey meaning. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher, the student presents her/his media productions, as part of her/his integrated ELA portfolio and, when invited, draws associations between the texts s/he has co-produced and her/his world of friends, family and trusted adults.

CYCLE TWO

By the end of Cycle Two, the student uses her/his growing repertoire of response strategies by making predictions, asking questions and returning to the text in order to clarify meaning, to unlock the meaning(s)/message(s) of familiar, age-appropriate media texts. With her/his teacher acting as a support and guide to build on and extend the student's previous experience with the media, s/he has had repeated opportunities to follow a process when responding to the media during whole class and small group discussions and when producing media texts. S/he produces a range of media texts collaboratively with peers, in a supportive and risk-taking environment, for a familiar audience and a clear purpose, using mixed media. These texts reflect a tentative understanding of familiar structures and features of media texts. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher to review her/his integrated ELA portfolio, that includes her/his (media) productions, the student begins to actively participate by talking about her/his own reading (i.e. listening or viewing) and production strategies.

CYCLE THREE

By the end of Cycle Three, the student frequently relies upon her/his understanding of the structure and features of her/his growing repertoire of media texts to unlock their message(s)/meaning(s) and begins to question and explore how they help shape meaning. Her/his teacher continues to act as a support and guide to build on and extend the student's previous experience with the media. In discussions with peers, the student demonstrates an understanding that a media text can contain more than one meaning/message. S/he also begins to see common characteristics between texts in the same medium. The student has had repeated opportunities to produce, in collaboration with peers and for a wider audience of younger children, peers and trusted adults, a variety of media texts that entertain, inform and persuade using mixed media and multimedia resources. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher, to review the (media) productions in her/his integrated ELA portfolio, the student demonstrates a conscious awareness of many of the strategies s/he uses to read and produce narrative, popular and information-based texts aimed at children.

Essential Knowledges

The following processes, strategies, skills and understandings are the essential knowledges that are fundamental to the development of literacy. Literacy is demonstrated when the student uses her/his knowledge about written, spoken and visual texts in contexts that are personally relevant and in order to influence her/his personal development, social relationships and/or community. Literacy is the extension of the student's knowledge of language and of texts to situations or contexts where her/his understanding is used for personally and socially significant reasons.

REQUIRED TEXTS

The media competency draws on three types of texts that students have repeated opportunities to respond to and produce: narrative, popular and information-based. Narrative texts are understood to be: comic books, age-appropriate films, situation comedies, features in children's magazines and radio story theatre. Popular texts include the texts of popular culture or everyday life that are produced for children of this age: cartoons, popular signs and symbols, ads, posters, children's magazines, family photographs and toys (and their packaging). Information-based texts include: age-appropriate non-fiction texts, e.g. Internet sites, maps, time lines, television guides, posters, aimed at children, public service announcements, documentaries, magazine and newspaper articles aimed at an audience of children, and other media texts that s/he responds to and produces. Even though the student responds to and produces a variety of different text types and learns media conventions, strategies and features, the focus of learning is always on the connection between the media and the student's personal experiences, interests and imagination.

STRATEGIES FOR CONSTRUCTING MEANING

When responding to and producing texts, the student constructs meaning through:

• The familiar images, signs, symbols and logos in her/his environment:

- Recognition that they are made by people for different purposes **1** **2** **3**
- Recognition that they have meanings/messages **1** **2** **3**
- Identification of how these images contribute to the messages/meanings of various media texts **3**

• Use of repertoire of strategies to unlock message(s)/meaning(s) in various media texts (See also Competency 1, Reading Strategies):

- Own questions in order to predict and confirm **1** **2** **3**
- Drawing on prior experience with familiar media texts to understand how they are constructed **1** **2** **3**
- Rereading/looking again in order to clarify and extend understanding of a text, etc. **1** **2** **3**
- Use of repertoire of communication strategies when meaning breaks down and/or to sustain meaning **3**

• Structures and features of texts:

- Comparison of structures and features of familiar media texts, e.g. sees that two ads for children are trying to sell something in different ways **2** **3**
- Recognition that charts, maps, captions, time lines and graphs in different texts may convey information not found elsewhere in the text **2** **3**
- Use of these visual texts (above) to communicate information in group productions of media texts **3**
- Location of similar structures and features in media texts, e.g. sees that two different movies both tell a story, knows that posters and flyers use the same features (tag lines, large picture) even if purpose differs **3**

STRATEGIES FOR CONSTRUCTING MEANING (cont.)

- Use of familiar structures and features to respond to and produce media texts
- Applying her/his understanding of the structures and features of a range of familiar (media) texts to unlock their message(s)/meaning(s) (See Production Process for required texts)

RESPONSE PROCESS AND MEDIA

The student uses a response process in order to:

• Make meaning of a media text by:

- Brainstorming 1 2 3
- Drawing on prior knowledge 1 2 3
- Sharing responses with peers 1 2 3
- Making connections to own experiences 1 2 3
- Returning to text 1 2 3
- Considering some of the functions of different, familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information 2 3
- Using structures and features of the medium and text type in order to clarify meaning and explain her/his response, in collaboration with peers. See also related activities in response to written texts in Competency 1 2 3
- Confirming, in collaboration with peers and teacher, that a media text can contain more than one meaning or message 3
- Identifying and discussing some of the ways in which pictures, illustrations, popular symbols and signs and images enhance the message(s)/meaning(s) in media texts designed for young viewers 3

- Using text to support interpretation of characters' points of view in narrative and popular texts 3
- Responding to messages on the computer, e.g. multi-media software, E-mail. See also Methodological Cross-Curricular Competency—ICT 3

NOTE: See also the response and writing processes in Competencies 1 and 2, as well as Competency 4, Talk for Learning and Thinking.

• Consider some of the functions of the media through:

- Collaboration with peers in pairs, small groups and whole class to clarify, decode and respond to media texts 1 2 3
- Recognizing and naming of familiar media: television, radio, film, magazine, video, Internet, CD-ROM, children's magazines. See also Cross-Curricular Competency—ICT 1 2 3
- Identifying her/his understanding of the message(s)/meaning(s) of familiar media texts 2 3
- Looking at some functions of different, familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information 2 3
- Locating texts that entertain and inform by searching the Internet. See response to written texts in Competency 1 2 3
- Describing some of the features of media texts, with content aimed at viewers of the same age and younger, that entertain, inform and promote 3
- Locating examples from some features of age-appropriate texts that indicate the target audience 3

VIEW OF THE WORLD THROUGH MEDIA

The student understands that texts are social and cultural products through:

• Own response and responses of others:

- Comparison of own response with those of peers in order to support and enrich own understanding. See also Key Features 1 and 2 in Competency 4 for use of talk in learning 2 3
- Investigation, with teacher's guidance, of how different media text types construct reality for us, e.g. the portrayal of certain animals (e.g. wolf, owl), values promoted in familiar television commercials, e.g. McDonald's, The Gap, toy commercials aimed at younger children 3
- Exploration, with guidance, of some of the structures and features for communicating and presenting information in age-appropriate popular and information-based media texts, e. g. a text that explains a process, a television documentary about wolves, a Web site, etc. 3
- Exploration of how the structures and features of texts shape meaning for audience, e.g. What do commercials on television do to make me want the product? What is the purpose of the popular logo? How do colour and music affect my response? See also Critical Judgment, Intellectual Cross-Curricular Competencies 3
- Use of photographs:
 - Family photographs:
 - for storytelling, with guidance 1 2
 - exploration of their function as a means of recording important events and memories 2 3
 - Familiar photographs from home, of favourite TV or film personalities, or of a well-known event:
 - exploration of their function as a means of recording important events and memories in her/his own life or as a member of a community 3

• Real and Imaginary Worlds:

- Exploration, through discussion, of how characters, incidents and/or events in media texts that tell a story relate to her/his personal experiences. See also Competency 4 1 2 3
- Returning to text to make sense of real and imaginary events 2 3
- Exploration and discussion of the distinguishing features of real and imaginary events and characters 2 3
- Tentative interpretation of the feelings, thoughts and motives of real and imaginary characters in discussions with peers 2 3
- Exploration of the depiction of heroes and heroines, both imaginary and real, in the media 2 3

PRODUCTION PROCESS

The student follows a process in collaboration with peers that includes the following stages:

• Pre-Production:

- Selection from the following text types (NOTE: The texts listed below are the same as those that are referred to throughout the Production Process):
 - greeting cards, illustrated picture books, storyboards, paintings and drawings, illustrations (using different media), cover for a favourite book 1 2 3
 - posters and signs, charts, graphs and time lines, comic strips, computer-assisted graphic reproductions, models from instruction booklets, surveys of viewing habits, magazine for peers 2 3
 - Photo essay, advertisements, short research project (with guidance) 3
- Immersion in the text type to be produced and discussion of its structures and features. See also Competency 1, Response Process and Reading 1 2 3

PRODUCTION PROCESS (cont.)

- Creation of criteria for guiding production:
 - Initial consideration, based on her/his knowledge of familiar text type, e.g. features of an effective poster, narrative film, video, news story, etc. 2 3
- Exploratory planning in a risk-taking environment that promotes trial and error and includes:
 - discussion about purpose, audience and context, in collaboration with teacher and peers. See also Competency 2, Writing process for pre-writing activities 1 2 3
 - a familiar audience of peers, family and teacher 1 2 3
 - writing of script, storyboard or rough draft of project 2 3
 - a wider audience of younger children, peers and familiar adults 3

• Production

- Production of the texts listed above in groups with peers that:
 - Incorporate images, symbols, signs, logos and/or words to communicate meaning or message 1 2 3
 - Incorporate appropriate communication strategies and resources given the text type and the context, i.e. purpose, audience, message/meaning. See also Strategies section, Competency 3 and Creativity in Cross-Curricular Competencies 2 3
 - Function as narrative media text type 1 2 3
 - Function as popular media text type 1 2 3
 - Function as information-based text type:
 - communicates information to familiar audience 2 3
 - follows an appropriate, prescribed procedure to locate, organize and present information, with guidance, on a familiar topic. See also Competency 2, Writing Process 3
 - gathers and sorts information, as a beginner and with guidance, on a familiar topic from various media, e.g. Internet, multimedia software, television, books, etc. 3

- Use mixed media, e.g. images and words. See also Competency 2 for integrating writing and the media and Methodological Cross-Curricular Competency—ICT 2 3
- Use mixed media and multimedia resources, e.g. images and words, computer, VCR 3
- Entertain, inform and persuade. See also Competency 2 for integrating writing and the media and Methodological Cross-Curricular Competency—ICT 3

• Use different technologies in order to construct a variety of text types:

- Simple word processing 1 2 3
- Multimedia resources to support learning, e.g. interactive books, educational software, multimedia encyclopedias. See also Competencies 1 and 2 and other disciplines for integration 2 3
- An audio recorder to listen to or record a story. See Methodological Cross-Curricular Competency—ICT 1 2
- VCR, audio recorder and other technologies. See Methodological Cross-Curricular Competency—ICT 2 3

• Post production:

- In collaboration with group members:
 - Review of texts produced (i.e. from list above) in order to focus on message/meaning 1 2 3
 - Guidance with initial editing of text 2 3
 - Seeking of feedback from peers 2 3
 - Presentation of text to intended audience 1 2 3
 - Self-evaluation of text produced. See Self-Evaluation in this section 1 2 3

SELF EVALUATION

The student learns to apply her/his knowledge about media language and texts deliberately, consciously and with increasing control and enjoyment, in conversations with teachers and peers about her/his strategies, responses and productions that include:

- **Sharing her/his integrated ELA portfolio. See also other competencies in this program**

	1	2	3
– In order to talk about and reflect on productions of texts listed above and responses on a regular basis throughout the cycle	1	2	3
– In order to discuss pleasure taken in viewing, producing and discussing media texts intended for children of the same age	1	2	3
– In order to present a range of responses and productions of texts listed above in an organized way		2	3
– Including some short written pieces about some of her/his viewing/reading and producing strategies written for peers or the teacher			3
- **Active participation in guided student/teacher oral conferences about:**

	1	2	3
– Own media productions, (with prompting in Cycles One and Two)	1	2	3
– Some of her/his viewing and production strategies	1	2	
– Known strategies used to view/read and produce narrative, information-based and popular media texts as listed above for this cycle			3
– Favourite (media) text types	1	2	3
– Likes, dislikes and own development over time		2	3
– How personal values compare with those in narrative, information-based and popular media texts			3

• Development of learning goals, with guidance:

- Beginning to articulate realistic individual learning goals based on experiences producing texts. See Competencies 1, 2 and 4 for related activities 2
- Discussion of and commitment to attainable individual learning goals based on experiences producing (media) texts. See also Competency 4 for related activities 3

COMPETENCY 4 • TO USE LANGUAGE TO COMMUNICATE AND LEARN

Focus of the Competency

MEANING OF THE COMPETENCY

We make sense of our experiences in the world—what we hear, read, view, talk about and think about—through language. We actively construct our view of the world, and we explore both our individual and social roles in the world through language. A key element in the ELA program is the necessity of social interaction and collaboration for the development of language and learning. Learning is seen as essentially social: the student is guided into the language community and culture of her/his society through the social institutions established for this purpose, the school being the principal one for learning. The focus of this competency is language in use for communicating and for learning, i.e. oral discourse used in all its varieties, with a special emphasis on active learning through talk. For the student, using language in its communicative and cognitive functions is the principal means for the development of the range of language strategies needed for literacy. Language is seen in its essential relation to thinking and to constructing a view of the world and of one's place in it. The kind of exploratory language called talk is essential to all learning, and the social element in all learning is provided by the ongoing collaborative interactions with peers and teachers.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

Using oral discourse to communicate effectively is an important cross-curricular competency, since it is necessary for success in all areas of the curriculum. The concept of teamwork, so important in the world today, is developed through collaborative work in a wide range of learning contexts over the three elementary cycles. Through these many interactions, the student learns what is expected of a team member, how an effective team works to achieve its purpose, and how teamwork leads to

a more efficient and creative use of the time, energy and knowledge of the team members. This competency also lays the foundation for development in the area of lifelong learning. Showing interest in and respecting the points of view of others is an essential element in personal growth and socialization. As the student moves through the three elementary cycles, the more complex ability of working collaboratively with others to transcend gender, and social and cultural differences is slowly nurtured. In adulthood, the ideal development of this ability is the participation in dialogue with others in which a new perspective, a new shared knowledge, is created.

CONTEXT FOR LEARNING

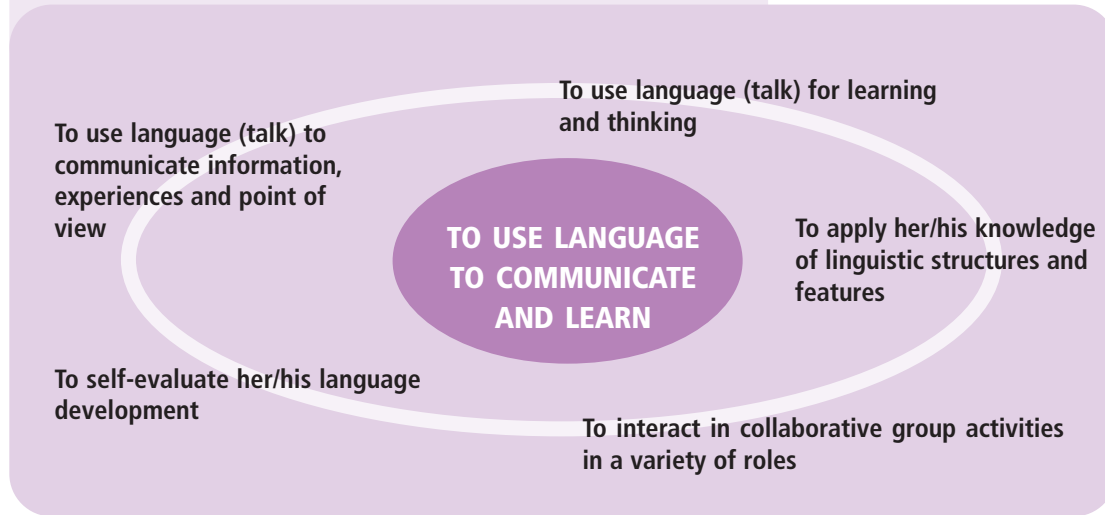
This view of language and learning places great emphasis on the contexts for language use and learning, and sees audiences as an essential feature of all communication. In all social and learning interactions, the student realizes that language and the texts s/he makes in and through language are directed at someone to get something done. The audience here is the familiar one of peers, teacher and trusted adults. The classroom is a collaborative site, where the teacher guides and supports all of the student's initiatives; where talk is privileged; where the student works in small groups; where the student engages in a wide variety and range of learning situations which demand different uses of oral discourse; where the student experiences a wide range of text types: read, written, listened to, spoken, viewed, represented visually, and produced for specific audiences; and where written and visual discourses, e.g. stories, posters, are integral features of learning. In such a supportive environment, the student sees her/himself as a learner, trusting in her/his ability to make sense of the world and of new situations and challenges s/he will encounter. From the beginning of Cycle One to the end of Cycle Three an integrated ELA portfolio containing

samples of the student's development in the different competencies of this program is maintained for the purposes of assessment and evaluation.

DEVELOPMENTAL PROFILE

The student uses language/talk to communicate and to learn in a variety of informal and unstructured classroom situations. Through talk or exploratory language, the student constructs meaning by exploring new ways of expressing thoughts, ideas and feelings, and of constructing meaning. S/he experiments with different linguistic forms and features, developing a growing repertoire of language and learning strategies. The student takes an active role in group discussions, problem-solving activities and classroom drama activities, using her/his repertoire of strategies purposively and effectively. S/he communicates clearly and appropriately, and responds to and supports the communication of others. S/he explores issues and ideas that are personally significant through reading, writing, listening to, talking about, viewing and representing visually a wide variety of relevant texts. During the three cycles of elementary school, the student interacts with peers in a range of language contexts and learning activities that demand a greater degree of control of the processes involved and of the strategies needed to carry out the given tasks. Through these many collaborative activities, the student learns to respect different points of view and to adjust her/his view of the world to accommodate these new ideas. A record of the student's work in language and learning contexts is maintained in an integrated English Language Arts portfolio that may include samples of classroom drama activities, problem solving and group discussion, notes on effective strategies, self-evaluations, reflections and personal and group goals.

Key Features of the Competency



Evaluation Criteria

It is understood that the contexts for the evaluation criteria that follow are described in the End-of-Cycle Outcomes for that cycle, since the criteria represent indicators of development over the two years of a cycle.

- Uses language/talk as a means of exploring, expressing and developing thoughts, feelings and imagination 1 2 3
- Talks about her/his language development, with guidance 1
- Experiments with and adapts linguistic features when communicating in specific contexts for a familiar audience 2 3
- Develops, through trial and error, strategies for working collaboratively with peers 2 3
- Develops language strategies to support communication in collaborative tasks 2 3
- Selects, from a known repertoire, effective and appropriate strategies for problem solving in a specific context 3
- Organizes communication to achieve a specific purpose with a familiar audience 3
- Self-evaluates her/his language development, with guidance 2 3

End-of-Cycle Outcomes

CYCLE ONE

By the end of Cycle One, the student uses language in unstructured and informal situations as a means of exploring, expressing and developing thoughts, feelings and imagination. S/he has developed, through trial and error, a limited range of known and effective strategies for working collaboratively with others. As well, s/he experiments with different ways of communicating by using basic structures and features of language to express ideas, to interpret verbal and nonverbal cues, to participate in classroom drama activities, to solve problems and to understand new information. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of information. With guidance, the student talks about her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.

CYCLE TWO

By the end of Cycle Two, the student participates in many, varied social interactions in the classroom and uses language as a means of exploring, expressing and developing thoughts, feelings and ideas. S/he selects from a growing repertoire, appropriate and effective methods to produce, order, expand and judge spoken texts for a familiar audience. In familiar classroom situations, the student uses various roles when communicating effectively. In shared social contexts, the student investigates new ways of expressing ideas, solving problems, and constructing meaning for specific purposes. S/he acts responsibly when working with peers and demonstrates interest and sensitivity toward the points of view of others. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of information. With guidance, the student self-evaluates her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.

CYCLE THREE

By the end of Cycle Three, the student is able to organize and carry out meaningful tasks in a collaborative and supportive classroom context, where the teacher encourages and assists the student's initiative. The student controls many of the linguistic structures and features necessary to develop and present ideas and information, to communicate more complex ideas and to solve problems. S/he plans and shapes communications to achieve a specific purpose with a familiar audience. In collaborative activities, the student assumes responsibility for her/his own learning. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of information. With guidance s/he self-evaluates her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.

Essential Knowledges

The following processes, strategies, skills and understandings are the essential knowledges that are fundamental to the development of literacy. Literacy is demonstrated when the student uses her/his knowledge about written, spoken and visual texts in contexts that are personally relevant and in order to influence her/his personal development, social relationships and/or community. Literacy is the extension of the student's knowledge of language and of texts to situations or contexts where her/his understanding is used for personally and socially significant reasons.

LANGUAGE TO COMMUNICATE

The student uses language to communicate information, experiences and point of view by:

- | | | | |
|---|---|---|---|
| • Sharing of information with peers and teacher | 1 | 2 | 3 |
| • Talking about responses and point of view with peers and teacher. See also Competency 1, uses a Response Process | 1 | 2 | 3 |
| • Asking and answering questions from peers and teacher. See also Competency 1, Response Process and Reading and Competency 3, Response Process and Media | 1 | 2 | 3 |
| • Participating in collaborative improvisation and role-playing activities to communicate experiences and responses: | | | |
| – Spontaneous creation of a scene | 1 | 2 | 3 |
| – Creation of a scene, given a framework | 1 | 2 | 3 |
| – Enactment of stories heard or read. See also Competency 1, Response Process and Reading | 1 | 2 | 3 |
| – Experimentation with form | | 2 | 3 |
| – Modelling possible social roles and behaviours | | | 3 |
| – Linking of several scenes to create a long improvisation | | | 3 |

LANGUAGE TO COMMUNICATE (cont.)

- Creation of a scene, given only an image or a line 3
- Enactment of a specific solution or problem, during a process of discussion or problem solving 3
- Participating in collaborative storytelling activities to communicate experiences and responses:
 - retelling of familiar stories. See also Competency 1 1 2 3
 - playing with language, e.g. registers, dialects, mood, etc. 1 2 3
 - creation of plots, characters and situations 2 3
 - invention of dialogues 2 3
 - linking of several stories to create a longer story 3

- **Responding to the ideas and points of view of others with sensitivity and interest** 2 3

- **Talking through new ideas and information** 2 3

- **Shaping of communication to achieve its purpose and to meet the needs of the listener/audience:**
 - Use of emotional appeals, such as to a sense of justice, duty or patriotism 2 3
 - Use of loaded diction or words with positive and negative connotations 2 3
 - Use of bandwagon appeal or “everybody is doing/buying/wearing...” 3

- **Demonstration of confidence in communicating, built on a growing control of language** 2 3

- **Developing of new vocabulary to express new ideas and to meet the demands of different social contexts, e.g. terms from other disciplines, such as social science, maths, etc.** 3

-
- **Use of the structural features of language to elaborate on information and to qualify responses, e.g. linking words and phrases, relating ideas; ranking ideas in order of importance (see also Competency 2, writing structures and features)** 1 2 3
-

- **Examining of alternative points of view and providing reasons for choosing one over the other** 3
-

TALK FOR LEARNING AND THINKING

The student uses language (talk) for learning and thinking by:

-
- **Participating in collaborative reading, writing, viewing, visually representing, listening and talking activities:**
-

- Writing, producing and reading together. See also Competencies 1, 2 and 3 1 2 3
- Solving of a disagreement with a peer 1 2 3
- Constructing of time lines. See also Competency 3, strategies for constructing meaning 1 2 3
- Reading and using time lines. See also Competency 3, strategies for constructing meaning 1 2 3
- Construction of spatial maps of neighbourhood, home and school environments 1 2 3
- Construction of spatial maps of imaginary places 1 2 3
- Planning of a project, e.g. an improvised play, a puppet show, a field trip. See also cross-curricular competency Working with Others 1 2 3
- Setting of class rules, such as listening to others, taking turns, etc. 1 2 3
- Sharing of ideas and points of view 1 2 3
- Investigating and solving of problems. See also cross-curricular competency Problem Solving, as well as below 1 2 3

TALK FOR LEARNING AND THINKING (cont.)

- Brainstorming 1 2 3
 - Creating of a visual text or a big book. See also Competency 1, 2, 3 1 2 3
 - Planning of a cross-curricular or mixed media project. See also the Program of Programs and Competency 3 2 3
 - Preparing an account of a maths or science investigation 2 3
-
- **Practising effective strategies for problem solving:**
-
- Hypothesizing about, or trying out, different ways of thinking about a problem 1 2 3
 - Talking or engaging in dialogue with peers and teacher. See also Competencies 1 to 3 1 2 3
 - Framing of a problem or issue 2 3
 - Experimentation with different solutions to a given problem 2 3
 - Choosing among suggested solutions to a problem 2 3
 - Rethinking of a problem by making connections between new ideas and prior knowledge 2 3
 - Planning of or projecting of new ways to use new knowledge 2 3
 - Investigation of alternative solutions to a problem 3
-
- **Distinguishing among a variety of language registers used in informal situations to make sense of the communication and to respond to it appropriately. See also Competencies 1 to 3** 1 2 3
-
- **Participating in role-playing, improvisation and storytelling activities to try out new ideas in new situations and for other purposes, e.g. to dramatize a historical or social situation in the context of social science. See also problem-solving activities for this competency and cross-curricular competency for Problem Solving** 2 3

-
- **Clarification and re-shaping of ideas through collaborative talk, e.g. brainstorming, sharing ideas and points of view. See also Competencies 1 and 3 for Response Process and Competency 2, Writing Process** 1 2 3
-
- **Use of the inquiry method to question a text, i.e. use of language purposefully as a means of learning through all areas of the curriculum (with guidance) by:**
-
- Generating of own questions and comments about the subject being learned. See also Competencies 1 to 3 2 3
 - Talking about new ideas in own words to make them one's own 2 3
 - Hypothesizing, questioning and seeking of answers 2 3
 - Asking of the type of questions that lead to needed information, e.g. have you ever seen this situation developed in a different way? What process does a writer have to go through to produce a work of fiction? Of non-fiction? etc. See also Competency 1 2 3
 - Interrogating of the text as a social and cultural product. See also Competency 1 and 3 2 3
 - Addressing of misconceptions 3
 - Connecting of ideas across disciplines and to everyday experiences 2 3
-
- **Questioning and challenging of different points of view/perspectives. See also Competency 1** 2 3
-
- **Use of technology resources for problem solving and communication of thoughts and ideas, e.g. educational software, videos and logical thinking programs** 2 3

TALK FOR LEARNING AND THINKING (cont.)

- Use of technology resources for collaborative writing, producing and publishing projects for peer audiences, such as multimedia authoring and multimedia presentations, e.g. Web tools, writing tools, drawing tools and educational software 2 3

- Expansion of knowledge base by accommodating or integrating new ways of thinking 3

- Development of strategies to use prior knowledge effectively, e.g.
 - Collaborative talk 3
 - Sharing ideas 3
 - Rereading and discussion of relevant texts (See also Competency 3) 3

- Mobilizing prior knowledge and knowledge of procedures to accomplish a task effectively, e.g. for problem solving. See also Competency 2 and 3 3

- Qualifying communication by a variety of strategies, e.g. connecting of parts to the whole, making of causal connections, ranking of ideas in order of importance, etc. 3

LINGUISTIC STRUCTURES AND FEATURES

The student applies her/his knowledge of linguistic structures and features by:

- Experimenting with appropriate language registers to achieve a desired purpose:
 - Storytelling 1 2 3
 - Role-playing 1 2 3
 - Improvisation 2 3
 - Interviewing 2 3
 - Choral reading and speaking 2 3
 - Book talks and literature circles. See also Competency 1 2 3

- Recognizing that nonverbal cues convey meaning and interpreting this meaning through the use of:
 - Gestures 1 2 3
 - Pauses 1 2 3
 - Facial expressions 1 2 3

- Using nonverbal cues to convey meaning:
 - Gestures, pauses and facial expressions 1 2 3
 - Physical movement 2 3
 - Silence 2 3

- Investigating, with guidance, different ways of shaping oral discourse to satisfy a variety of needs 2 3

- Investigating different methods of generating, ordering, expanding and judging oral discourse effectively 2 3

- Adopting appropriate tone of voice and intonation patterns to convey meaning 2 3

LINGUISTIC STRUCTURES AND FEATURES (cont.)

- Clarifying the way in which familiar text types are organized and/or structured. See also familiar text types in Competencies 1 to 3 2 3

- Controlling most of the linguistic patterns and features needed to develop and present ideas and information in familiar situations 3

COLLABORATIVE GROUP ACTIVITIES

The student interacts in collaborative group activities in a variety of roles by:

- Using a range of strategies to assist communication within the group:
 - Discussion of how to plan an activity and how to set criteria to evaluate it. See also Competency 3, production process 1 2 3
 - Use of research to provide needed knowledge from other disciplines. See also Competency 2 1 2 3
 - Working to find an appropriate solution to a problem or alternative solutions 1 2 3

- Participating in group activities in a variety of roles:
 - Trying out different roles 1 2 3
 - Experimenting with strategies appropriate to each role 1 2 3
 - Taking part in improvisation, role-playing and storytelling activities 1 2 3

- Demonstrating commitment to the purpose established by the group:
 - Making helpful suggestions 1 2 3
 - Encouraging others 1 2 3
 - Listening attentively 1 2 3

- Listening critically 2 3
- Using language strategies to support communication 2 3

• Taking responsibility for preparing and carrying out own part in a collaborative activity:

- Communicating with others 2 3
- Exploring and sharing of views 2 3
- Adjusting use of language 2 3
- Asking questions to clarify what has been heard 2 3
- Showing respect for rules set by the group 2 3

• Selecting and planning of small-group activities, with guidance:

- Planning, defining and carrying out a multimedia or cross-curricular project. See also Competency 3 2 3
- Preparing an account of a social studies, math or science investigation 2 3

• Creating criteria to assess the effectiveness of the interaction and using these for evaluation, with guidance. See also self-evaluation below for details 1 2 3

• Listening critically and responding to members of the group:

- Questioning, supporting and defending the ideas of others. See also collaborative processes in Competencies 1 to 3 2 3
- Linking and/or relating of ideas 3

• Offering alternative solutions to problems and providing reasons

COLLABORATIVE GROUP ACTIVITIES (cont.)

• Supporting the feedback process in discussion:

- Adding to the contributions of others. See also Competencies 1 to 3
- Confirming and re-confirming the contributions of others. See also Competencies 1 to 3
- Expressing empathy and encouragement. See also Competencies 1 to 3
- Disagreeing cordially with others. See also Competencies 1 to 3 for group work
- Negotiating a working agreement. See also Competencies 1 to 3 for group work

3

3

3

3

3

SELF EVALUATION

The student learns to apply her/his knowledge about language and texts deliberately, consciously and with increasing control through conversations with the teacher and peers that include:

- Describing communication strategies when working in collaborative groups, with guidance 1 2 3
- Discussing collaborative experiences with peers in different contexts with a focus on those that gave her/him personal satisfaction and that brought pleasure 1 2 3
- Participating in student-teacher conferences to identify and discuss strategies, and set personal and group learning goals 1 2 3
- Maintaining an integrated ELA portfolio with samples of work in different learning contexts, with guidance. See also other ELA competencies for content in and process for keeping a portfolio 1 2 3
- Assessing the effectiveness of strategies chosen to achieve a given purpose 2 3
- Identifying different strategies needed for different purposes 2 3
- Demonstrating emerging positive social and ethical attitudes and behaviours when using technology resources 3
- Identifying the processes and strategies used in learning and thinking through language, i.e. the “how” of learning, with guidance 3

Suggestions for Using Information and Communications Technologies (ICT)

Information and Communications Technologies can support the development of literacy and learning in the classroom. The English Language Arts program focuses on the following areas through which the student learns about the potential of ICT and their relationship to her/his literacy:

- Use of input devices (mouse, keyboard, remote control) and output devices (monitor, printer) to operate computers, VCRs, audiotape recorders and other technologies
- Use of variety of media and technology resources (CD-ROM, video camera, digital camera, graphics tools, scanners, editing equipment for directed and independent learning
- Use of interactive reading and writing software to support learning
- Use of developmentally appropriate and accurate terminology to talk about media and technology resources
- Responsible use of technology systems and software
- Use of tools and peripherals to enhance personal productivity, to expand knowledge about language and to support learning throughout the curriculum
- Use of telecommunications to access remote information, to send and receive messages and to support personal interests
- Proper use of technology and the selection of appropriate technology and resources to respond to specific problems and activities