

EARLY STAGE (1 - 2) ENGLISH LANGUAGE ARTS OUTCOMES: YEARLY PLANNING CHART

Students will be expected to ...

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| SPEAKING AND LISTENING | GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. | | | |
| | 1.1 express thoughts and feelings describe experiences | 1.2 ask and respond to questions to clarify information or gather further information | 1.3 express opinions and give simple explanations for some of their opinions (I like...; I don't like...) | 1.4 listen to ideas and opinions of others |
| | GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically | | | |
| | 2.1 sustain one-to-one conversations and contribute to small and large-group interactions | 2.2 use intonation, facial expressions, and gestures to communicate ideas and feelings | 2.3 respond to and give directions or instructions that include two or three components | 2.4 engage in informal oral presentations and respond to a variety of oral presentations and other texts |
| | GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose | | | |
| | 3.1 demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play | | 3.2 recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people | |
| | 3.3 recognize that volume of voice needs to be adjusted according to the situation, (e.g., playground, classroom) | | | |
| | GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts | | | |
| | 4.1 regard reading/viewing as sources of interest, enjoyment, and information | | 4.2 expand their understanding of concepts of print - punctuation in text serves a purpose - upper and lower-case letters have specific forms and functions (first word in sentence and proper names) | |
| | 4.3 select independently, and with teacher assistance, texts appropriate to their interests and learning needs | | 4.4 use some feature of written text to determine content, locate topics, and obtain information | |
| 4.5 use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct - predict on the basis of what makes sense, what sounds right, and what the print suggests - make meaningful substitutions - attempt to self-correct predictions that interfere with meaning - begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (Did it make sense? did it sound right? if it's a tiger, would it start with a "p"?) | | | | |
| 4.6 use a variety of strategies to create meaning - identify main idea - predict content using text information along with personal knowledge and experiences - make inferences by drawing on their own experiences and clues in the text - identify character traits from contextual clues - make connections between texts noticing similarities in characters, events, illustrations, and language - follow written directions | | | | |
| READING AND VIEWING | GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies | | | |

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- 5.1 engage in the research process with assistance
- generate questions to guide research
 - locate appropriate information with assistance (classroom, library, home, community)
 - interact with the information

GCO 6: Students will be expected to respond personally to a range of texts

6.1 make personal connections to text and share their responses in a variety of ways

6.2 express and begin to support opinions about texts and the work of authors and illustrators

GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre

7.1 use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characters

7.2 respond critically to texts

- formulate questions as well as understandings
- develop an understanding and respect for diversity

GCO 8: Students will be expected to use writing, and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations

8.1 use writing and other forms of representing for a variety of functions

- to ask questions
- to generate and organize ideas
- to express feelings, opinions, and imaginative ideas
- to inform/communicate information
- to record experiences
- to explore learning

8.2 begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)

8.3 begin to experiment with language choices in imaginative writing and other ways of representing

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes

9.1 use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)

9.2 demonstrate some awareness of audience and purpose

- choose particular forms for specific audiences and purposes
- realize that work to be shared with an audience needs editing

9.3 consider their readers'/ listeners'/ viewers' questions, comments and begin to use such responses to assess and extend their learning

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness

10.1 to develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing

- use prewriting strategies, such as drawing, talking, and reflecting
- use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
- use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
- use simple editing strategies (e.g., making some simple corrections in spelling and punctuation - capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
- use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing online, submitting work to school/district anthology or magazine)

AND REPRESENTING

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Students will be expected to ...

WRITING

10.2 use some conventions of written language

- use conventional spacing between words
- use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
- use an increasing number of words spelled conventionally
- use simple sentence structures
- attempt to use punctuation (periods, question marks, exclamation marks)
- use capital letters for proper names, pronoun "I", and sentence beginnings

10.3 demonstrate engagement with the creation of pieces of writing and other representation

- engage in writing and representing activities every day
- sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.)
- choose to write independently during free choice time
- share writing and other representations with others and seek response
- contribute during shared writing activities
- contribute observations/information to classroom records of field trips, science experiments, etc.

10.4 with assistance, begin to use technology in writing and other forms of representing

- use a tape recorder to tape a completed piece of writing, an oral retelling, or a dramatization
- use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption

10.5 with assistance, experiment with technology in writing and other forms of representing

- use a tape recorder to record choral readings, dramatizations, retellings, or finished pieces of writing
- create illustrations/drawings with a computer graphics/drawing program
- compose simple text (and begin to revise and edit) with a word processing program
- share writing/representations online

10.6 select, organize, and combine, with assistance, relevant information to construct and communicate meaning

- interact with resources (print, non-print, or human) to answer their own questions or learning needs
- with assistance, develop strategies for making and organizing notes
- create a new product
- share their information in a variety of simple ways