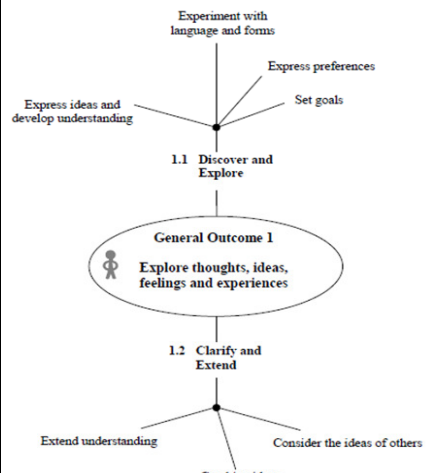


**Alberta's Program of Studies (Curriculum) - English Language Arts**  
 PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA **BOLDED TEXT**.

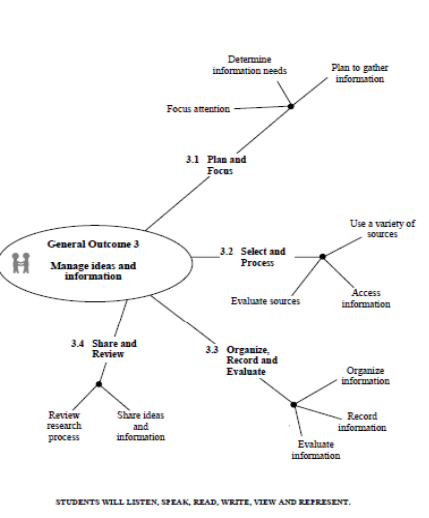
<b>English References:</b> (NOTE: These are not part of the original Alberta Program of Studies. They have been added to The Progressive Curriculum Frameworks to indicate how specific outcome statements may apply to teaching/planning/assessing for Reading, Writing, Speaking and Listening.	<b>W</b> These specific outcomes directly refer to the need for students to 'write, spell, create, print, record or produce'.	<b>W</b> These specific outcomes could be achieved through writing opportunities.	<b>R</b> These specific outcomes directly refer to the need for students to 'read'.	<b>R</b> These specific outcomes could be achieved through reading opportunities.	<b>S</b> These specific outcomes directly refer to the need for students to 'speak/tell/retell/discuss'.	<b>S</b> These specific outcomes could be achieved through speaking opportunities.	<b>L</b> These specific outcomes directly refer to the need for students to 'listen'.	<b>L</b> These specific outcomes could be achieved through listening opportunities.
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OUTCOMES FOR ENGLISH LANGUAGE ARTS		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.		<b>General Outcome 1</b> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences. 1.1 Discover and explore 1.2 Clarify and extend	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>
		<b>1.1 Discover and Explore</b>									
<b>Express ideas and develop understanding</b>		<ul style="list-style-type: none"> <li>Share personal experiences prompted by oral, print and other media texts <b>W</b></li> <li>Talk about ideas, experiences and familiar events</li> </ul>	<ul style="list-style-type: none"> <li>Share personal experiences that are <b>clearly related</b> to oral, print and other media texts <b>W</b></li> <li>Talk with others about <b>something recently learned</b></li> <li><b>Make observations about activities, experiences</b> with oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Contribute relevant ideas and information</b> from personal experiences to <b>group language activities</b></li> <li>Talk about how <b>new ideas and information have changed previous understanding</b></li> <li><b>Express or represent</b> ideas and feelings resulting from activities or experiences with oral, print and other media texts</li> </ul>	<ul style="list-style-type: none"> <li>Connect <b>prior knowledge</b> and personal experiences <b>with</b> new ideas and information in oral, print and other media texts <b>W</b></li> <li><b>Explain understanding of new concepts in own words</b> <b>W</b></li> <li><b>Explore</b> ideas and feelings by <b>asking questions, talking to others and referring</b> to oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Compare new ideas, information and experiences to <b>prior knowledge</b> and experiences <b>W</b></li> <li>Ask questions, <b>paraphrase</b> and discuss to explore ideas and understand new concepts</li> <li>Share personal responses to <b>explore and develop</b> understanding of oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>appropriate</b> prior knowledge and experiences to <b>make sense</b> of new ideas and information</li> <li>Read, write, <b>represent</b> and talk to explore personal <b>understandings</b> of new ideas and information <b>W</b></li> <li>Use own experiences as a <b>basis for exploring and expressing</b> opinions and understanding <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests</li> <li>Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts <b>W</b></li> <li>Engage in exploratory communication to share personal responses and develop own interpretations <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Extend</b> understanding of ideas and information by <b>finding</b> and exploring oral, print and other media texts on <b>related topics and themes</b> <b>W</b></li> <li><b>Express</b> personal understandings of ideas and information <b>based on</b> prior knowledge, experiences with others and a variety of oral, print and other media texts <b>W</b></li> <li>Reflect on <b>own observations and experiences</b> to understand and <b>develop</b> oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Revise</b> understanding and <b>expression</b> of ideas by connecting new and prior knowledge and experiences <b>W</b></li> <li><b>Review, reread, discuss</b> and reflect on oral, print and other media texts to explore, confirm or revise understanding <b>W</b></li> <li><b>Seek out and consider</b> diverse ideas, opinions and experiences to <b>develop and extend</b> own ideas, opinions and experiences <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Talk with others and experience a variety of oral, print and other media texts to explore, develop and <b>justify</b> own opinions and points of view</li> <li>Explore and explain <b>how interactions</b> with others and with oral, print and other media texts <b>affect</b> personal understandings <b>W</b></li> <li>Extend understanding by <b>taking different points of view</b> when rereading and reflecting on oral, print and other media texts <b>W</b></li> </ul>
<b>Experiment with language and forms</b>		<ul style="list-style-type: none"> <li>Talk and represent to explore, express and share stories, ideas and experiences</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiment with different ways</b> of exploring and <b>developing</b> stories, ideas and experiences <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use a <b>variety of forms of oral, print and other media texts to organize and give meaning</b> to experiences, ideas and information <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Choose <b>appropriate forms</b> of oral, print and other media texts <b>for communicating and sharing ideas with others</b> <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Discuss and compare the ways <b>similar topics</b> are developed in different forms of oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Select from <b>provided forms</b> of oral, print and other media texts <b>those that best organize ideas and information and develop understanding</b> of topics</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a variety of forms of oral, print and other media texts to <b>discover</b> those best suited for exploring, organizing and sharing ideas, information and experiences <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Discuss and <b>respond</b> to ways that <b>content</b> and forms of oral, print and other media texts <b>interact to influence</b> understanding <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Discuss and respond to ways that forms of oral, print and other media texts <b>enhance or constrain</b> the development and communication of ideas, information and experiences <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop and extend understanding by <b>expressing and responding to ideas on the same topic</b>, in a variety of forms of oral, print and other media texts <b>W</b></li> </ul>
<b>Express preferences</b>		<ul style="list-style-type: none"> <li>Talk about favourite oral, print and other media texts</li> </ul>	<ul style="list-style-type: none"> <li><b>Express preferences for a variety</b> of oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Explain why particular</b> oral, print or other media texts <b>are personal favourites</b> <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Choose and share a <b>variety</b> of oral, print and other media texts <b>in areas of particular interest</b></li> </ul>	<ul style="list-style-type: none"> <li>Select <b>preferred forms</b> from a variety of oral, print and other media texts</li> </ul>	<ul style="list-style-type: none"> <li>Select and <b>explain</b> preferences for particular forms of oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Assess</b> a variety of oral, print and other media texts, and <b>discuss</b> preferences for particular forms <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Explore</b> and assess oral, print and other media texts <b>recommended by others</b> <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Pursue</b> personal interest in <b>specific genres</b> by particular writers, artists, storytellers and filmmakers <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Explain preferences for texts and <b>genres by particular writers, artists, storytellers and filmmakers</b> <b>W</b></li> </ul>
<b>Set goals</b>		<ul style="list-style-type: none"> <li>Talk about own reading and writing experiences <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Choose to <b>read and write for and with others</b> <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Recognize</b> and talk about <b>developing abilities</b> as readers, writers and <b>illustrators</b> <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Discuss areas</b> of personal <b>accomplishment</b> as readers, writers and illustrators <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify areas of personal accomplishment and areas for <b>enhancement</b> in language learning and use <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Reflect</b> on areas of personal accomplishment, and <b>set personal goals to improve</b> language learning and use <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Assess personal language use, and <b>revise</b> personal goals to enhance language learning and use <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>appropriate terminology</b> to discuss <b>developing abilities</b> in personal language learning and use <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Examine and reflect on own growth in effective use of language to <b>revise</b> and extend personal goals <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Reflect on own growth in language learning and use, by <b>considering progress over time and the attainment</b> of personal goals <b>W</b></li> </ul>
<b>STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT.</b>		<b>1.2 Clarify and Extend</b>									
<b>Consider the ideas of others</b>		<ul style="list-style-type: none"> <li>Listen to experiences and feelings shared by others</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to experiences and feelings shared by others <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Connect own ideas and experiences with those shared by others <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Ask for the ideas and observations of others to explore and clarify personal understanding <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Seek the viewpoints of others to build on personal responses and understanding <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Select from the ideas and observations of others to expand personal understanding</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond <b>constructively</b> to alternative ideas or opinions <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts <b>W</b></li> </ul>
<b>Combine ideas</b>											
<b>Extend understanding</b>											

OUTCOMES FOR ENGLISH LANGUAGE ARTS		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	
<p>The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.</p>		<p><b>General Outcome 2</b> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p>		<p><b>Specific Outcome Statements</b> <i>It is expected that students will:</i></p>		<p><b>Specific Outcome Statements</b> <i>It is expected that students will:</i></p>		<p><b>Specific Outcome Statements</b> <i>It is expected that students will:</i></p>		<p><b>Specific Outcome Statements</b> <i>It is expected that students will:</i></p>		
		<p><b>2.1 Use Strategies and Cues</b></p>										
<p><b>Use prior knowledge</b></p>		<ul style="list-style-type: none"> <li>Connect oral language with print and pictures</li> <li>Understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed</li> <li>Expect print and pictures to have meaning and to be related to each other in print and other media texts</li> <li>Understand that print and books are organized in predictable ways</li> </ul>										
<p><b>Use comprehension strategies</b></p>		<ul style="list-style-type: none"> <li>Use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning</li> <li>Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts</li> <li>Use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning</li> <li>Use knowledge of print, pictures, book covers and title pages to construct and confirm meaning</li> </ul>										
<p><b>Use textual cues</b></p>		<ul style="list-style-type: none"> <li>Use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning</li> <li>Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning</li> <li>Use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning</li> </ul>										
<p><b>Use phonics and structural analysis</b></p>		<ul style="list-style-type: none"> <li>Share ideas developed through interests, experiences and discussion that are related to new ideas and information</li> <li>Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, dictionaries and junior dictionaries, are organized, and use them to construct and confirm meaning</li> <li>Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information</li> <li>Explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning</li> <li>Describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information</li> <li>Use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning</li> <li>Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information</li> <li>Apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning</li> <li>Select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information</li> <li>Use expectations and preferences developed during previous reading experiences to select and read new texts with purpose</li> <li>Use strategies to supplement and extend prior knowledge and experiences when interpreting new ideas and information</li> <li>Use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences</li> <li>Discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers</li> <li>Use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts</li> </ul>										
<p><b>Use references</b></p>		<ul style="list-style-type: none"> <li>Recite the letters of the alphabet in order</li> <li>Copy scribed words and print texts to assist with writing</li> <li>Use a displayed alphabet as an aid when writing</li> <li>Use personal word books, print texts and environmental print to assist with writing</li> <li>Name and match the upper and lower case forms of letters</li> <li>Put words in alphabetical order by first letter</li> <li>Put words in alphabetical order by first and second letter</li> <li>Put words in alphabetical order by first and second letter to locate information in reference materials</li> <li>Use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts</li> <li>Find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words</li> <li>Choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts</li> <li>Skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words</li> <li>Use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning</li> <li>Use reference materials, including a writer's handbook, to verify correct usage, address uncertainties and solve problems that arise</li> </ul>										
<p><b>2.2 Respond to Texts</b></p>		<p><b>Experience various texts</b></p> <ul style="list-style-type: none"> <li>Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons</li> <li>Illustrate and enact stories, rhymes and songs</li> <li>Remember and retell familiar stories and rhymes</li> <li>Engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs</li> <li>Identify favourite kinds of oral, print and other media texts</li> <li>Model own oral, print and other media texts on familiar forms</li> <li>Respond to mood established in a variety of oral, print and other media texts</li> <li>Choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays</li> <li>Tell or write about favourite parts of oral, print and other media texts</li> <li>Identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites</li> <li>Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references</li> <li>Make general evaluative statements about oral, print and other media texts</li> <li>Experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs</li> <li>Discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker</li> <li>Retell events of stories in another form or medium</li> <li>Make general evaluative statements about oral, print and other media texts</li> <li>Experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances</li> <li>Express points of view about oral, print and other media texts</li> <li>Make connections between fictional texts and historical events</li> <li>Describe and discuss new places, times, characters and events encountered in oral, print and other media texts</li> <li>Write or represent the meaning of texts in different forms</li> <li>Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community</li> <li>Summarize oral, print or other media texts, indicating the connections among events, characters and settings</li> <li>Identify or infer reasons for a character's actions or feelings</li> <li>Compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others</li> <li>Analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters</li> <li>Identify and explain conflict, and discuss how it develops and may be resolved</li> <li>Develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences</li> <li>Experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints</li> <li>Justify own point of view about oral, print and other media texts, using evidence from texts</li> <li>Organize interpretations of oral, print and other media texts around two or three key ideas</li> <li>Express interpretations of oral, print and other media texts in another form or genre</li> <li>Predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts</li> <li>Interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others</li> <li>Identify and describe characters' attributes and motivations, using evidence from the text and personal experiences</li> <li>Discuss various ways characters are developed and the reasons for and plausibility of character change</li> <li>Compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas</li> <li>Experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction photographs</li> <li>Write and represent narratives from other points of view</li> <li>Expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view</li> <li>Express connections between own interpretation and information in texts, and infer how texts will influence others</li> <li>Make connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts</li> <li>Analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others</li> <li>Identify and discuss theme and point of view in oral, print and other media texts</li> <li>Discuss and explain various interpretations of the same oral, print or other media text</li> <li>Relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance</li> </ul>										
<p><b>Construct meaning from texts</b></p>		<ul style="list-style-type: none"> <li>Relate aspects of oral, print and other media texts to personal feelings and experiences</li> <li>Talk about and represent the actions of characters portrayed in oral, print and other media texts</li> <li>Talk about experiences similar or related to those in oral, print and other media texts</li> <li>Relate aspects of stories and characters to personal feelings and experiences</li> <li>Retell interesting or important aspects of oral, print and other media texts</li> <li>Tell or represent the beginning, middle and end of stories</li> <li>Tell, represent or write about experiences similar or related to those in oral, print and other media texts</li> <li>Make inferences about a character's actions or feelings</li> <li>Tell what was liked or disliked about oral, print and other media texts</li> <li>Connect situations portrayed in oral, print and other media texts to personal and classroom experiences</li> <li>Retell the events portrayed in oral, print and other media texts in sequence</li> <li>Suggest alternative endings for oral, print and other media texts</li> <li>Discuss, represent or write about interesting or important aspects of oral, print and other media texts</li> <li>Express thoughts or feelings related to the events and characters in oral, print and other media texts</li> <li>Connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences</li> <li>Summarize the main idea of individual oral, print and other media texts</li> <li>Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts</li> <li>Make inferences about a character's actions or feelings</li> <li>Express preferences for one character over another</li> <li>Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences</li> <li>Identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events</li> <li>Compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts</li> <li>Develop own opinions based on ideas encountered in oral, print and other media texts</li> <li>Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community</li> <li>Describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts</li> <li>Describe and discuss the influence of setting on the characters and events</li> <li>Support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts</li> <li>Retell or represent stories from the points of view of different characters</li> <li>Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community</li> <li>Summarize oral, print or other media texts, indicating the connections among events, characters and settings</li> <li>Identify or infer reasons for a character's actions or feelings</li> <li>Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts</li> <li>Comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text</li> <li>Compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others</li> <li>Analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters</li> <li>Identify and explain conflict, and discuss how it develops and may be resolved</li> <li>Develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences</li> <li>Interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others</li> <li>Identify and describe characters' attributes and motivations, using evidence from the text and personal experiences</li> <li>Discuss various ways characters are developed and the reasons for and plausibility of character change</li> <li>Compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas</li> </ul>										

<p><b>Appreciate the artistry of texts</b></p>	<ul style="list-style-type: none"> <li>Experiment with sounds, words, word patterns, rhymes and rhythms <b>w</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify how words can imitate sounds and create special effects <b>w</b></li> <li>Experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts <b>w</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify and use words and sentences that have particular emotional effects <b>w</b></li> <li>Identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights <b>w</b></li> </ul>	<ul style="list-style-type: none"> <li>Express feelings related to words, visuals and sound in oral, print and other media texts <b>w</b></li> <li>Identify how authors use comparisons, and explain how they create mental images <b>w</b></li> </ul>	<ul style="list-style-type: none"> <li>Explain how onomatopoeia and alliteration are used to create mental images <b>w</b></li> <li>Explain how language and visuals work together to communicate meaning and enhance effect <b>w</b></li> </ul>	<ul style="list-style-type: none"> <li>Explain how simile and hyperbole are used to create mood and mental images</li> <li>Alter sentences and word choices to enhance meaning and to create mood and special effects</li> </ul>	<ul style="list-style-type: none"> <li>Explain how metaphor, personification and synecdoche are used to create mood and mental images</li> <li>Experiment with sentence patterns, imagery and exaggeration to create mood and mental images</li> <li>Discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts</li> <li>Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts</li> <li>Reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts</li> <li>Identify ways that characters can be developed, and discuss how character, plot and setting are interconnected and mutually supportive</li> <li>Identify and discuss how word choice and order, figurative language, plot, setting and character work together to create mood and tone</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts</li> <li>Discuss character development in terms of consistency of behaviour and plausibility of change</li> <li>Describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character</li> <li>Identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression</li> </ul>
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2.3 Understand Forms, Elements and Techniques										
Understand forms and genres WR										
Understand techniques and elements WR										
Experiment with language WR										
2.4 Create Original Text										
<b>Generate ideas</b>	<ul style="list-style-type: none"> <li>Contribute ideas and answer questions related to experiences and familiar oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Generate and contribute ideas for individual or group oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use own and respond to others' ideas to create oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Create oral, print and other media texts related to issues encountered in texts and in own life <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Generalize from own experience to create oral, print and other media texts on a theme <b>W</b></li> </ul>
<b>Elaborate on the expression of ideas</b>	<ul style="list-style-type: none"> <li>Listen to and recite short poems, songs and rhymes; and engage in word play and action songs</li> </ul>	<ul style="list-style-type: none"> <li>Change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use sentence variety to link ideas and create impressions on familiar audiences <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Select and use visuals that enhance meaning of oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use literary devices, such as imagery and figurative language, to create particular effects <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Retell oral, print and other media texts from different points of view <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Create oral, print and other media texts on common literary themes <b>W</b></li> </ul>
<b>Structure texts</b>	<ul style="list-style-type: none"> <li>Draw, record or tell about ideas and experiences <b>W</b></li> <li>Talk about and explain the meaning of own pictures and print</li> </ul>	<ul style="list-style-type: none"> <li>Write, represent and tell brief narratives about own ideas and experiences <b>W</b></li> <li>Recall and retell or represent favourite stories</li> </ul>	<ul style="list-style-type: none"> <li>Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions <b>W</b></li> <li>Use traditional story beginnings, patterns and stock characters in own oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a variety of story beginnings to choose ones that best introduce particular stories</li> <li>Add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot <b>W</b></li> <li>Produce narratives that describe experiences and reflect personal responses <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Use structures encountered in texts to organize and present ideas in own oral, print and other media texts <b>W</b></li> <li>Use own experience as a starting point and source of information for fictional oral, print and other media texts <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts <b>W</b></li> <li>Express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events <b>W</b></li> <li>Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Create oral, print and other media texts with both main and minor characters <b>W</b></li> <li>Choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action <b>W</b></li> <li>Create oral, print and other media texts that include main and minor characters, and show how the main character develops and changes as a result of the action and events <b>W</b></li> </ul>

OUTCOMES FOR ENGLISH LANGUAGE ARTS		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
<p>The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.</p> 	<p><b>General Outcome 3</b>                  Students will listen, speak, read, write, view and represent to manage ideas and information.</p> <p>3.1 Plan and focus                  3.2 Select and process                  3.3 Organize, record and evaluate                  3.4 Share and review</p>	<p><b>Specific Outcome Statements</b>                  It is expected that students will:</p>	<p><b>Specific Outcome Statements</b>                  It is expected that students will:</p>	<p><b>Specific Outcome Statements</b>                  It is expected that students will:</p>	<p><b>Specific Outcome Statements</b>                  It is expected that students will:</p>	<p><b>Specific Outcome Statements</b>                  It is expected that students will:</p>	<p><b>Specific Outcome Statements</b>                  It is expected that students will:</p>	<p><b>Specific Outcome Statements</b>                  It is expected that students will:</p>	<p><b>Specific Outcome Statements</b>                  It is expected that students will:</p>	<p><b>Specific Outcome Statements</b>                  It is expected that students will:</p>	<p><b>Specific Outcome Statements</b>                  It is expected that students will:</p>
	<p><b>3.1 Plan and Focus</b></p> <p><b>Focus attention</b></p> <p><b>Determine information needs</b></p> <p><b>Plan to gather information</b></p>										
<p><b>3.2 Select and Process</b></p> <p><b>Use a variety of sources</b></p> <p><b>Access information</b></p> <p><b>Evaluate sources</b></p>											
<p><b>3.3 Organize, Record and Evaluate</b></p> <p><b>Organize information</b></p> <p><b>Record information</b></p> <p><b>Evaluate information</b></p>											
<p><b>3.4 Share and Review</b></p> <p><b>Share ideas and information</b></p> <p><b>Review research process</b></p>											

OUTCOMES FOR ENGLISH LANGUAGE ARTS		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
<p>The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.</p>		<p><b>General Outcome 4</b>                      Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.                      4.1 Enhance and improve                      4.2 Attend to conventions                      4.3 Present and share</p>									
<p>STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT.</p>		<p><b>4.1 Enhance and Improve</b></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p> <p>Specific Outcome Statements <i>It is expected that students will:</i></p>									
		<p><b>4.1 Enhance and Improve</b></p> <p>Appraise own and others' work</p> <p>Revise and edit</p> <p>Enhance legibility</p> <p>Expand knowledge of language</p> <p>Enhance artistry</p> <p>Attend to grammar and usage</p> <p>Attend to spelling</p> <p>Attend to capitalization and punctuation</p>									
		<p><b>4.2 Attend to Conventions</b></p> <p>Attend to grammar and usage</p> <p>Attend to spelling</p> <p>Attend to capitalization and punctuation</p>									
		<p><b>4.3 Present and Share</b></p> <p>Present information</p> <p>Enhance presentation</p> <p>Use effective oral and visual communication</p> <p>Demonstrate attentive listening and viewing</p>									

OUTCOMES FOR ENGLISH LANGUAGE ARTS		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	
The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.		<b>General Outcome 5</b> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	<b>Specific Outcome Statements</b> <i>It is expected that students will:</i>	
<p>STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT.</p>		<b>5.1 Respect Others and Strengthen Community</b>										
		Appreciate diversity										
		Relate texts to culture										
		Celebrate accomplishments and events										
		Use language to show respect										
		<b>5.2 Work within a Group</b>										
		Cooperate with others										
		Work in groups										
		Evaluate group process										