**Fall**

16

Academically and culturally engage students within a 21st century framework.

K-9 Essential Learning Outcomes

English Language Arts Programming Document

Nipisihkopahk Education Authority

08

**Fall**

# Draft Document as of Friday April 29, 2016

Table of Contents

Essential Learning Outcomes – Program Rationale 7

Purpose of English Language Arts 7

Organization of the Program of Studies 7

Focus on what is Measurable 7

Emphasis on Reading and Writing – Literacy Fundamentals 8

How to Use This Document 9

More than Essential – What Every ELA Program Should Have 11

General Outcome 1 11

General Outcome 2 11

General Outcome 2 11

General Outcome 4 11

General Outcome 5 11

General Outcome 5 11

Generic Map of the Essential Learning Outcomes 12

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 12

1.1 Discover and Explore 12

1.2 Clarify and Extend 12

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 12

2.1 Use Strategies and Cues 12

2.2 Respond to Texts 12

2.3 Understand Forms, Elements and Techniques 12

2.4 Create Original Text 12

General Outcome 3 – Managing ideas and information 12

3.1 Plan and Focus 12

3.2 Select and Process 12

3.3 Organize, Record and Evaluate 12

General Outcome 4 – Enhance the clarity and artistry of communication 13

4.1 Enhance and Improve 13

4.2 Attend to Conventions 13

Thoughts and Recommendations on Teaching the ELOs – Research-based Reasons for Incorporating Certain Programs/Approaches to Enhance Teaching and Learning 14

Balanced Approach to Teaching Reading and Writing 14

Handwriting Without Tears/Digital Typing Programs – Motor Skill Development 15

Teaching Writing – Foundation for Literacy Learning 16

Portfolio Approach to Teaching Writing 17

Kindergarten ELOs 19

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 19

1.1 Discover and Explore 19

1.2 Clarify and Extend 19

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 19

2.1 Use Strategies and Cues 19

2.2 Respond to Texts 19

2.3 Understand Forms, Elements and Techniques 20

2.4 Create Original Text 20

General Outcome 3 – Managing ideas and information 20

3.1 Plan and Focus 20

3.2 Select and Process 20

3.3 Organize, Record and Evaluate 21

General Outcome 4 – Enhance the clarity and artistry of communication 21

4.1 Enhance and Improve 21

4.2 Attend to Conventions 21

Grade 1 ELOs 22

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 22

1.1 Discover and Explore 22

1.2 Clarify and Extend 22

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 22

2.1 Use Strategies and Cues 22

2.2 Respond to Texts 23

2.3 Understand Forms, Elements and Techniques 23

2.4 Create Original Text 23

General Outcome 3 – Managing ideas and information 24

3.1 Plan and Focus 24

3.2 Select and Process 24

3.3 Organize, Record and Evaluate 24

General Outcome 4 – Enhance the clarity and artistry of communication 24

4.1 Enhance and Improve 24

4.2 Attend to Conventions 25

Grade 2 ELOs 26

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 26

1.1 Discover and Explore 26

1.2 Clarify and Extend 26

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 26

2.1 Use Strategies and Cues 26

2.2 Respond to Texts 27

2.3 Understand Forms, Elements and Techniques 27

2.4 Create Original Text 28

General Outcome 3 – Managing ideas and information 28

3.1 Plan and Focus 28

3.2 Select and Process 28

3.3 Organize, Record and Evaluate 28

General Outcome 4 – Enhance the clarity and artistry of communication 29

4.1 Enhance and Improve 29

4.2 Attend to Conventions 29

Grade 3 ELOs 30

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 30

1.1 Discover and Explore 30

1.2 Clarify and Extend 30

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 30

2.1 Use Strategies and Cues 30

2.2 Respond to Texts 31

2.3 Understand Forms, Elements and Techniques 31

2.4 Create Original Text 32

General Outcome 3 – Managing ideas and information 32

3.1 Plan and Focus 32

3.2 Select and Process 32

3.3 Organize, Record and Evaluate 32

General Outcome 4 – Enhance the clarity and artistry of communication 33

4.1 Enhance and Improve 33

4.2 Attend to Conventions 33

Grade 4 ELOs 34

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 34

1.1 Discover and Explore 34

1.2 Clarify and Extend 34

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 34

2.1 Use Strategies and Cues 34

2.2 Respond to Texts 35

2.3 Understand Forms, Elements and Techniques 35

2.4 Create Original Text 36

General Outcome 3 – Managing ideas and information 36

3.1 Plan and Focus 36

3.2 Select and Process 36

3.3 Organize, Record and Evaluate 36

General Outcome 4 – Enhance the clarity and artistry of communication 37

4.1 Enhance and Improve 37

4.2 Attend to Conventions 37

Grade 5 ELOs 38

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 38

1.1 Discover and Explore 38

1.2 Clarify and Extend 38

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 38

2.1 Use Strategies and Cues 38

2.2 Respond to Texts 39

2.3 Understand Forms, Elements and Techniques 39

2.4 Create Original Text 40

General Outcome 3 – Managing ideas and information 40

3.1 Plan and Focus 40

3.2 Select and Process 40

3.3 Organize, Record and Evaluate 40

General Outcome 4 – Enhance the clarity and artistry of communication 41

4.1 Enhance and Improve 41

4.2 Attend to Conventions 41

Grade 6 ELOs 42

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 42

1.1 Discover and Explore 42

1.2 Clarify and Extend 42

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 42

2.1 Use Strategies and Cues 42

2.2 Respond to Texts 43

2.3 Understand Forms, Elements and Techniques 43

2.4 Create Original Text 44

General Outcome 3 – Managing ideas and information 44

3.1 Plan and Focus 44

3.2 Select and Process 44

3.3 Organize, Record and Evaluate 44

General Outcome 4 – Enhance the clarity and artistry of communication 45

4.1 Enhance and Improve 45

4.2 Attend to Conventions 45

Grade 7 ELOs 47

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 47

1.1 Discover and Explore 47

1.2 Clarify and Extend 47

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 47

2.1 Use Strategies and Cues 47

2.2 Respond to Texts 47

2.3 Understand Forms, Elements and Techniques 48

2.4 Create Original Text 49

General Outcome 3 – Managing ideas and information 49

3.1 Plan and Focus 49

3.2 Select and Process 49

3.3 Organize, Record and Evaluate 49

General Outcome 4 – Enhance the clarity and artistry of communication 50

4.1 Enhance and Improve 50

4.2 Attend to Conventions 50

Grade 8 ELOs 52

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 52

1.1 Discover and Explore 52

1.2 Clarify and Extend 52

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 52

2.1 Use Strategies and Cues 52

2.2 Respond to Texts 52

2.3 Understand Forms, Elements and Techniques 53

2.4 Create Original Text 54

General Outcome 3 – Managing ideas and information 54

3.1 Plan and Focus 54

3.2 Select and Process 54

3.3 Organize, Record and Evaluate 54

General Outcome 4 – Enhance the clarity and artistry of communication 55

4.1 Enhance and Improve 55

4.2 Attend to Conventions 55

Grade 9 ELOs 57

General Outcome 1 – Explore thoughts, ideas, feelings and experiences 57

1.1 Discover and Explore 57

1.2 Clarify and Extend 57

General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts 57

2.1 Use Strategies and Cues 57

2.2 Respond to Texts 57

2.3 Understand Forms, Elements and Techniques 58

2.4 Create Original Text 59

General Outcome 3 – Managing ideas and information 59

3.1 Plan and Focus 59

3.2 Select and Process 59

3.3 Organize, Record and Evaluate 60

General Outcome 4 – Enhance the clarity and artistry of communication 60

4.1 Enhance and Improve 60

4.2 Attend to Conventions 60

References 62

# Essential Learning Outcomes – Program Rationale

## Purpose of English Language Arts

As outlined in the front matter of the English language arts Program of Studies, “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.2). For our purposes, through creating this K-9 Essential Learning Outcomes Programming Document, the intent and purpose are the same. The primary difference, however, is that this document will provide a list of outcomes that are both teachable and measurable – outcomes that teachers can hang their hats on and work to ensure that all students will be able to master them by the end of any given school year.

With this intent in mind, the Essential Learning Outcomes (ELOs) that will be identified in this document have been chosen because they are linear across the grades, incremental in their progression and level of sophistication, and most importantly they are identifiable, teachable, and measurable outcomes that teachers can use as fundamental components of their approach to building student literacy capacity in English language arts.

## Organization of the Program of Studies

In the Alberta English language arts Program of Studies, “Five general student outcomes serve as the foundation for the program of studies. General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to demonstrate with increasing confidence from Kindergarten through Grade 12” (p.3). For our purposes, we are keeping the same General Outcomes (GOs) and many of the more specific outcomes (SOs) as well. Because teachers know and are legally required to teach the Alberta curriculum as it is identified in the Program of Studies document, we will build our document from Alberta Education’s document, with the provincial curriculum as the foundation for our programming purposes. The primary difference to our programming document, however, will be the elimination of certain specific outcomes that we deem to be important but not necessarily essential.

## Focus on what is Measurable

As previously stated, some outcomes from the Alberta Program of Studies will be deemed more essential than essential because it is expected that they will be key components of any and all teachers’ classroom approach. These will include outcomes such as expressing ideas and feelings to build understanding of literature and other texts, connecting self and one’s community and/or culture to literature or other texts being studied in class, using prior knowledge to make connections with new literature and material, developing effective communication skills through presentations, and learning to cooperate with others through participating in group work. These are all very essential when it comes to a student’s learning and development as they progress through our school system; but what is unique about these outcomes is the difficulty to quantifiably measure them. This is why they are deemed absolutely essential even though we will not be focusing on them or including them in this ELOs document.

The other essential learning outcomes, however, will be determined, to some degree, on the extent to which they can be measured. This will give teachers the ability to plan, teach, and subsequently assess these outcomes to determine the extent to which students have mastered the outcomes and can then successfully move from one grade to another.

## Emphasis on Reading and Writing – Literacy Fundamentals

In order to paint an appropriate picture of how reading and writing are fundamental aspects of all literacy development, we will provide some excerpts and insights from the front matter of Alberta Education’s Program of Studies.

#### Language Acquisition

“Children learn language as they use it to communicate their thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world” (p.1).

“In the early years, children develop language informally. Long before they understand explicit language rules and conventions, children reproduce the language they hear, and use language to construct and to convey new meaning in unique ways. Later, [which is where our programming comes in], language learning occurs in specific contexts for specific purposes, such as learning about a specific subject, participating in the community, and pursuing work and leisure activities” (p.1).

Each student who attends school at NEA comes to us from a unique set of background experiences. Every student has a varying degree of literacy development and exposure to books and other materials before they start school. Our responsibility is to take them where they are and then use the programming we offer to provide a more formalized and structured development of literacy skills.

#### Programming and Structure

“By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency” (p.1).

“**Language development is the responsibility of all teachers**. For example, subject area teachers teach the specialized language and forms of each subject. English language arts teachers, however, have a more special role because of their focus on language, its forms and functions. They help students develop and apply strategies for comprehending, composing and responding in a variety of situations” (p.2).

This statement that all teachers are responsible for the development and use of the English language at school will be a guiding principle as NEA continues to move forward with a focus on literacy and a focus on meeting the individual and collective learning needs of all students through a Response to Intervention model.

#### Reading and Writing

“Reading and writing are powerful means of communicating and learning. They enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction” (p.2).

“Reading provides students with a means of accessing the ideas, views and experiences of others… Writing enables students to explore, shape and clarify their thoughts, and to communicate them to others. By using effective writing strategies, they discover and refine ideas and compose and revise with increasing confidence and skill” (p.2-3).

An exploration of the outcomes outlined in this document will demonstrate a correlation between what is essential and what is measurable. With the pairing down of the English language arts Program of Studies, and determining what is actually measurable, a focus on reading and writing emerges. It appears that what is both essential and measurable seems to be linked to outcomes related to reading and writing within the English language arts. It is also apparent, as will be explained later in this document, that the teaching and learning of reading and writing are the foundational components of all literacy development.

# How to Use This Document

This document has been created so that teachers who teach English language arts at NEA can plan and deliver programming effectively to students. It is designed to streamline the outcomes of the Alberta Education Program of Studies, identifying outcomes that we have determined to be both essential and measurable.

When it comes to the way this document will be used, and how it will inform and influence teacher practice, the following equation will typically be true:

**Essential Learning Outcomes -> Instructional Planning -> Quality Teaching/Learning -> Student Mastery Assessment -> Reporting on Student Mastery of ELOs**

The intent is that this document will provide an essential first step as teachers consider what they need to teach, and have students learn and master, in any of the grades in Kindergarten through Grade 9. As teachers consider the outcomes for the grades they teach, it is recommended that they consider the GOs and the SOs, and how they would all come together and be taught through meaningful and well-structured units.

The ELOs outlined in this document should appear in teacher plans at all levels – long range (year or term) plans, mid range (unit) plans, and daily lesson plans. Those plans should also demonstrate a scope and sequence of how these outcomes will be taught by teachers and mastered by students over the course of the school year. When teachers successfully achieve that, they can be confident in the program they have developed and then focus their attention to providing quality teaching and learning activities for their students.

Any questions or concerns about how to use or incorporate this document and its contents into a teacher’s professional practice should be directed to either the Director of Instructional Services, the Literacy Coach, or any other member of the Learning Team for proper guidance and support.

# More than Essential – What Every ELA Program Should Have

The following are the outcomes we have identified as being absolutely essential for all classrooms. We feel that students learn best when they can connect their own ideas, feelings and experiences with what they are learning at school. Students should explore those connections and have the opportunity to express those thoughts and feelings in relation to their learning. Additionally, students should regularly engage in activities that have them cooperating and working with others, as well as learning to communicate their thoughts, feelings and learning effectively. When students experience a learning environment that is grounded in these principles, they are better prepared to engage in the outcomes outlined in this document.

## General Outcome 1

Connecting ones self and their experiences to the literature that is being studied.

## General Outcome 2

Expressing ideas and feelings to build understanding.

## General Outcome 2

Using prior knowledge to make connections with new literature and materials.

## General Outcome 4

Communicating personal understanding through presentations.

## General Outcome 5

Appreciating diversity and relating texts to culture.

## General Outcome 5

Group work and learning to cooperate with others.

# Generic Map of the Essential Learning Outcomes

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

### 1.2 Clarify and Extend

1.2.1 Combine ideas

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

2.1.2 Use textual cues

2.1.3 Use phonics and structural analysis

2.1.4 Use references

### 2.2 Respond to Texts

2.2.1 Experience various texts

2.2.2 Construct meaning from texts

2.2.3 Appreciate the artistry of texts

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

2.3.2 Understand techniques and elements

### 2.4 Create Original Text

2.4.1 Generate ideas

2.4.2 Elaborate on the expression of ideas

2.4.3 Structure Texts

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

3.1.2 Plan to gather information

### 3.2 Select and Process

3.2.1 Use a variety of sources

3.2.2 Access information

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

3.3.2 Record information

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

4.1.2 Enhance legibility

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

4.2.2 Attend to spelling

4.2.3 Attend to capitalization and punctuation

# Thoughts and Recommendations on Teaching the ELOs – Research-based Reasons for Incorporating Certain Programs/Approaches to Enhance Teaching and Learning

## Balanced Approach to Teaching Reading and Writing

Last year, NEA received an independent evaluation that was conducted by Intellimedia Inc. The evaluation was conducted by a number of independent educational consultants, each of them focusing on a specific part of how the district operated in relation to their particular area of expertise. With regards to our educational programming, Dr. Carmen Mombourquette and his wife Sharon, both professors at the University of Lethbridge, provided guidance and made recommendations relative to literacy development and instruction at NEA.

The Mombourquettes’ recommendations for literacy instruction echo the front matter of Alberta Education’s Program of Studies – focusing on a balanced approach to teaching literacy in English language arts, all the while being grounded in the teaching of reading and writing. This reflects NEA’s view that literacy development is a multidisciplinary and multifaceted endeavour, but is one that is grounded in the traditional aspects of learning to read and write effectively.

The recommendations that were made in the evaluation suggest that NEA formally implement a Balanced Literacy program to ensure that all teachers offer a balanced approach to teaching literacy in English language arts, but also grounding themselves in the teaching and learning of reading and writing. To date, the district hasn’t mandated the Balanced Literacy program, or any other like program, but we have strongly recommended that all teachers should be offering a balanced approach to teaching literacy in English language arts, with particular emphasis on the teaching of reading and writing. The outcomes outlined in this document certainly reflect that view.

The following is the recommendation that was made to NEA in the 2015 Evaluation document:

“It is recommended that a program such as Balanced Literacy be fully implemented (you certainly are well on your way – now just make it uniform) in order to provide students with fluid instruction in the reading and writing process. The components of Balanced Literacy (read alouds, shared reading, interactive reading, guided reading, independent reading, modeled/shared writing, interactive writing, and independent writing) work interdependently. It is recommended the Literacy Coordinator, in consultation with classroom teachers, determine on a common program such as the Scholastic program Literacy Place (K-3) be used to support student reading development. These levelled materials would be used to provide Guided Reading instruction to small groups of students who are reading at the same level. The initial steps to implementing a program of this nature require consistency in routines and procedures” (Evaluation, 2015, p.153-154).

As we move forward as a district, it is possible that NEA will again mandate the formal implementation of Balanced Literacy as a program to ensure that all teachers provide this structure and style to learning as it corresponds with the outcomes in this document. In the meantime, teachers should use this document to align their practice with those principles to ensure that they are providing the structure and support that students need with reading and writing in an English language arts program.

## Handwriting Without Tears/Digital Typing Programs – Motor Skill Development

In the sprint of 2016, the Learning Team had the good fortune of being able to attend a neuropsychology conference in Seattle, Washington. It was there that the team learned about how children’s brains work in relation to learning to read, write and do mathematics. It was a very enlightening experience, and one that will certainly impact the vision and approach that NEA teachers take to teaching literacy, not only in English language arts programs, but in all subject areas.

One of the keynote speakers at the conference was a leading Educational Neuropsychologist Dr. Steven G. Fiefer. He is a specialist in the areas of how students’ brains work in relation to learning, and helping teachers and school psychologists align their practices with neuropsychological truths and principles.

During his presentation on how the brain works in relation to the teaching and learning of writing, Dr. Fiefer taught that as students engage in learning how to write (the motor skill development process and not the cognitive process) they increase their brain’s neuroplasticity and create neuropathways that will not only allow students to achieve automaticity in the ability to write and write legibly, but it will also allow for those pathways to be used to learn new things over the course of their entire lives.

When it comes to the best programs related to the develop the proper motor skills of writing, as it relates to the creation of neuropathways in the brain, he suggested that Handwriting Without Tears is the best overall program for this type of learning. He strongly recommended that all districts, schools, and classrooms should incorporate the motor skill development of writing by using that particular program. By so doing, students will not only learn how to write legibly, but they will also create the needed neuropathways that they will need to learn new knowledge and skills later on in their schooling and lives.

In keeping with the recommendation of one of North America’s leading experts in this field, NEA strongly recommends that all teachers, especially in the primary grades, use the Handwriting Without Tears program as part of their balanced approach to teaching literacy in English language arts.

On the same vein, and in keeping with the way education is going with regards to the use of technology to promote learning, NEA strongly recommends that teachers, starting in kindergarten, start to teach the proper use of keyboarding as it relates to computer and chromebook usage. Learning how to type properly not only creates the same neuropathways as learning how to write, but it will also prove beneficial as students will have increasing access to chormebooks and other tools that will allow them to learn and subsequently communicate their learning through the use of those technological tools. The better students can type, and type properly and quickly, the better prepared they will be to use the tools we will provide them with to facilitate their learning.

NEA hasn’t yet mandated any particular typing program, but it is recommended that school principals work with their teachers to explore programs that would be appropriate for their school’s unique needs and context. There are a number of good programs out there, many of them being cloud-based and free for teacher or school use. It is recommended that principals consider the use of their existing computer labs, and their school schedules, in relation to providing specific time in students’ school day to engage in the proper learning of keyboarding for learning purposes.

### Teaching Writing – Foundation for Literacy Learning

At the beginning of the 2015-2016 school year, the Learning Team attended Alberta Education’s Inclusive Education Conference at the Fantasyland Hotel in Edmonton, Alberta. The keynote speaker at the conference was Dr. Karen Erickson from the Centre for Literacy and Disability Studies at the University of North Carolina at Chapel Hill. Not only is UNC one of the leading universities in the United States, Dr. Erickson is one of the leading researchers in the area of literacy development, especially with students who experience cognitive and physical disabilities.

During her preconference keynote address, and subsequently through each of the sessions she offered later at the conference, she taught that the fundamental aspect of all literacy development is through the experimentation of language through the act of writing. She taught that all students should be actively engaged in creative processes in literacy and English language arts programs, experimenting with letters and how they make words, words and how they make complete thoughts in the form of sentences, and how sentences come together to communicate learning and cogent thought.

In addition to what we learned from Dr. Erickson, our 2015 Evaluation also provided insight into the teaching of writing at NEA. The following is an excerpt from the evaluation in reference to the teaching of writing:

“The recommendation to select and implement a common approach is also extended to the writing process. An example of a resource that may be used to support student development of the writing process is the 6+1 Traits of Writing program” (Evaluation, 2015, p.154).

To date, NEA has not mandated any one writing program in the district; however, much has been provided by virtue of the District Writing Assessment. The DWA has provided a structure for appropriately discussing and exploring ideas with students, how to appropriately plan prior to engaging in the writing process, how to use effective graphic organizers for planning purposes, and how to properly engage in meaningful writing according to a particular form/task. Additionally, the DWA provides a sound holistic assessment structure through the application of scoring guides and student exemplars that reflect the grade level standards that have been set for each grade (1-9) in the district. By engaging in the DWA process, teachers are inadvertently engaging in research and evidence-based best practices related to the teaching and assessing of writing.

In keeping with these teachings, it is strongly recommended that all teachers in NEA incorporate aspects of writing in the subjects they teach, regardless of grade level and subject area. Students should be regularly engaging in the process of writing and learning to effectively communicate their thoughts, feelings, and learning through writing. In order for this to occur, teachers should be continually working on their own ability to write well, and to consider how they break down the writing process so that they can better teach the writing process to students.

Any and all teachers in NEA who are either not confident in teaching students how to write effectively, regardless of the age, grade and subject, should be actively engaged in professional development so that they can grow in that area. NEA has subject area specialists in the area of teaching and assessing writing, and additional PD could be provided to teachers should they need additional help with this area of their professional practice. Teachers wanting or needing support in this area of their professional practice should contact their principal, the Director of Instructional Services, the Literacy Coach, or any other member of the Learning Team for additional guidance and support.

## Portfolio Approach to Teaching Writing

Over the course of the 2015-2016 school year, the grade six teachers at Nipisihkopahk Elementary School have engaged in an action research project surrounding the implementation of writing portfolios with their students. The idea of teaching writing using writing portfolios with students has been well documented in educational research and literature over the years, so the grade six teachers chose to experiment with the process.

The general intent of using writing portfolios is to have students engage in ongoing writing processes over the course of the school year, housing all of their work in the writing portfolio. The collection of their writing can be used to formatively assess student work over time; however, it can be used for much more than that. As teachers deliberately engage their students in the writing process, and track their progress through the use of portfolios, teachers can hone in on areas of strength and weakness for individual students and the class as a whole. By doing this, teachers can then tailor their teaching and subsequent writing lessons to meet the individual and collective learning needs of the students. This makes the teaching and assessing of writing an organic process, one that is in keeping with what we know to be best practice when it comes to teachers formatively assessing their students, knowing where their students are in their learning relative to where they should be, and then planning and teaching accordingly.

In addition to the benefits of formative assessment that come from using writing portfolios, the grade six teachers have also been able to use educational literature to determine how to summatively assess their students writing portfolio work. They have developed and used holistic rubrics to assess the totality of the writing portfolio, as well as have students choose their best work from within the portfolio for additional summative assessment at report card times. This has proved to be beneficial for both the teachers and the students, and it is expected that the writing portfolio process for those teachers will continue to evolve over time.

Interestingly, some of the leading intellectuals in the area of writing assessment as a field of study have recently published a book on the design process of EPortfolios – a digitization of the writing portfolio concept and process. In their book Very Like a Whale: The Assessment of Writing Programs (2015), Dr. Edward M. White, Dr. Norbert Elliot, and Dr. Irvin Peckham suggest that the future of quality writing programs should move towards the implementation of EPortfolios as a way to have students meaningfully engage in and learn through the writing process.

It is recommended that teachers at NEA begin to explore the benefits of using writing portfolios as part of a balanced approach to literacy instruction and writing development. As of this writing, NEA is at a place where students have access to using digital tools to type their work; however, we are not at a place where students have access to one-to-one technology access through chromebooks. As such, it is recommended that teachers begin to explore the implementation of traditional writing portfolios by having their students house their work in hard copy format using a filing system, duo tangs, binders or some other method in the classroom. But as the district increases its overall bandwidth in the schools, and as students gain more and more access to technological tools such as chromebooks, it is recommended that teachers begin to explore ways of using EPortfolios as the foundation for their writing programs in English language arts.

# Kindergarten ELOs

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

* Talk and represent to explore, express and share stories, ideas and experiences.

### 1.2 Clarify and Extend

1.2.1 Combine ideas

* Connect related ideas and information.

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

* Begin to use language prediction skills when stories are read aloud.
* Ask questions and make comments during listening and reading activities.
* Recall events and characters in familiar stories read aloud by others.
* Read own first name, environmental print and symbols, words that have personal significance and some words in texts.

2.1.2 Use textual cues

* Attend to print cues when stories are read aloud.
* Begin to identify some individual words in texts that have been read aloud.

2.1.3 Use phonics and structural analysis

* Begin to make connections among sounds, letters, words, pictures and meaning.
* Identify and generate rhyming words in oral language.
* Hear and identify sounds in words.
* Associate sounds with consonants that appear at the beginning of personally significant words.

2.1.4 Use references

* Recite the letters of the alphabet in order.
* Copy scribed words and print texts to assist with writing.

### 2.2 Respond to Texts

2.2.1 Experience various texts

* Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs.
* Listen and view attentively.
* Identify favourite stories and books.

2.2.2 Construct meaning from texts

* Relate aspects of oral, print and other media texts to personal feelings and experiences.
* Talk about and represent the actions of characters portrayed in oral, print and other media texts.
* Talk about experiences similar or related to those in oral, print and other media texts.

2.2.3 Appreciate the artistry of texts

* Experiment with sounds, words, word patterns, rhymes and rhythms.

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

* Experience a variety of oral, print and other media texts.

2.3.2 Understand techniques and elements

* Develop a sense of story through reading, listening and viewing experiences.
* Identify the main characters in a variety of oral, print and other media texts.

### 2.4 Create Original Text

2.4.1 Generate ideas

* Contribute ideas and answer questions related to experiences and familiar oral, print and other media texts.

2.4.2 Elaborate on the expression of ideas

* Listen to and recite short poems, songs and rhymes; and engage in word play and action songs.

2.4.3 Structure Texts

* Draw, record or tell about ideas and experiences.
* Talk about and explain the meaning of own pictures and print.

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

* Attend to oral, print and other media texts on topics of interest.
* Make statements about topics under discussion.

3.1.2 Plan to gather information

* Suggest ways to gather ideas and information.

### 3.2 Select and Process

3.2.1 Use a variety of sources

* Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.

3.2.2 Access information

* Use illustrations, photographs, video programs, objects and auditory cues, to access information.

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

* Categorize objects and pictures according to visual similarities and differences.

3.3.2 Record information

* Represent and talk about ideas and information; dictate to a scribe.

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

* Retell ideas to clarify meaning in response to questions or comments.

4.1.2 Enhance legibility

* Form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner.
* Explore the keyboard, using letters, numbers and the space bar.

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

* Develop a sense of sentence.

4.2.2 Attend to spelling

* Hear and identify dominant sounds in spoken words.
* Demonstrate curiosity about visual features of letters and words with personal significance.
* Connect letters with sounds in words.
* Print own name, and copy environmental print and words with personal significance.

4.2.3 Attend to capitalization and punctuation

* Recognize capital letters and periods in print texts.
* Capitalize first letter of own name.

# Grade 1 ELOs

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

* Experiment with different ways of exploring and developing stories, ideas and experiences.

### 1.2 Clarify and Extend

1.2.1 Combine ideas

* Group ideas and information into categories determined by an adult.

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

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

2.1.2 Use textual cues

* Preview book cover, pictures and location of text to assist with constructing and confirming meaning.
* Use word boundaries, capital letters, periods, question marks to assist with constructing and confirming meaning during oral and silent reading.

2.1.3 Use phonics and structural analysis

* Segment and blend sounds in words spoken or heard.
* Use phonic knowledge and skills to read unfamiliar words in context.
* Use analogy to generate and read phonically regular word families.
* Associate sounds with letters and some letter clusters.

2.1.4 Use references

* Use a displayed alphabet as an aid when writing.
* Use personal word books, print texts and environmental print to assist with writing.
* Name and match the upper and lower case forms of letters.

### 2.2 Respond to Texts

2.2.1 Experience various texts

* Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons.
* Illustrate and enact stories, rhymes and songs.
* Remember and retell familiar stories and rhymes.

2.2.2 Construct meaning from texts

* Relate aspects of stories and characters to personal feelings and experiences.
* Retell interesting or important aspects of oral, print and other media texts.
* Tell or represent the beginning, middle and end of stories.
* Tell, represent or write about experiences similar or related to those in oral, print and other media texts.
* Tell what was liked or disliked about oral, print and other media texts.

2.2.3 Appreciate the artistry of texts

* Identify how words can imitate sounds and create special effects.
* Experiment with repetition, rhyme and rhythm to create effects in oral, print and other media texts.

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

* Distinguish differences in the ways various oral, print and other media texts are organized.
* Identify various forms of media texts.

2.3.2 Understand techniques and elements

* Know that stories have beginnings, middles and endings.
* Tell what characters do or what happens to them in a variety of oral, print and other media texts.

### 2.4 Create Original Text

2.4.1 Generate ideas

* Generate and contribute ideas for individual or group oral, print and other media texts.

2.4.2 Elaborate on the expression of ideas

* Change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts.

2.4.3 Structure Texts

* Write, represent and tell brief narratives about own ideas and experiences.
* Recall and retell or represent favourite stories.

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

* Explore and share own ideas on topics of discussion and study.
* Connect information form oral, print and other media texts to topics of study.

3.1.2 Plan to gather information

* Follow spoken directions for gathering ideas and information.

### 3.2 Select and Process

3.2.1 Use a variety of sources

* Find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips.

3.2.2 Access information

* Use text features, such as illustrations, titles and opening shots in video programs, to access information.
* Use questions to find specific information in oral, print and other media texts.
* Understand that library materials are organized systematically.

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

* Identify or categorize information according to sequence, or similarities and differences.
* List related ideas and information on a topic, and make statements to accompany pictures.

3.3.2 Record information

* Represent and explain key facts and ideas in own words.

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

* Rephrase by adding or deleting words, ideas or information to make better sense.
* Check for obvious spelling errors or missing words.

4.1.2 Enhance legibility

* Print letters legibly from left to right, using lines on a page as a guide.
* Use appropriate spacing between letters in words and between words in sentences.
* Explore and use the keyboard to produce text.

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

* Speak in complete statements, as appropriate.
* Write simple statements, demonstrating awareness of capital letters and periods.

4.2.2 Attend to spelling

* Use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing.
* Spell phonically irregular high frequency words in own writing.
* Use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing.
* Know that words have conventionally accepted spellings.

4.2.3 Attend to capitalization and punctuation

* Capitalize the first letter of names and the pronoun “I” in own writing.
* Identify periods, exclamation marks and question marks when reading, and use them to assist comprehension.

# Grade 2 ELOs

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

* Use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information.

### 1.2 Clarify and Extend

1.2.1 Combine ideas

* Record ideas and information in ways that make sense.

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

* Use knowledge of oral language to predict words when reading stories and poems.
* Apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions.
* Identify the main idea or topic and supporting details of simple narrative and expository texts.
* Identify by sight an increasing number of high frequency words and familiar words from favourite books.
* Read aloud with fluency, accuracy and expression.
* Figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge.

2.1.2 Use textual cues

* Preview book covers and titles; look for familiar words, phases and story patterns to assist with constructing and confirming meaning.
* Use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading.

2.1.3 Use phonics and structural analysis

* Apply phonic rules and generalizations to read unfamiliar words in context.
* Apply knowledge of long and short vowel sounds to read unfamiliar words in context.
* Use knowledge of word parts, contractions and compound words to read unfamiliar words in context.
* Associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context.

2.1.4 Use references

* Put words in alphabetical order by first letter.
* Use pictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts.

### 2.2 Respond to Texts

2.2.1 Experience various texts

* Engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts.
* Identify favourite kinds of oral, print and other media texts.
* Model own oral, print and other media texts on familiar forms.
* Respond to mood established in a variety of oral, print and other media texts.

2.2.2 Construct meaning from texts

* Connect situations portrayed in oral, print and other media texts to personal and classroom experiences.
* Retell the events portrayed in oral, print and other media texts in sequence.
* Suggest alternative endings for oral, print and other media texts.
* Discuss, represent or write about interesting or important aspects of oral, print and other media texts.
* Express thoughts or feelings related to the events and characters in oral, print and other media texts.

2.2.3 Appreciate the artistry of texts

* Identify and use words and sentences that have particular emotional effects.
* Identify words in oral, print and other media texts that create clear pictures or impression of sounds and sights.

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

* Recognize that ideas and information can be expressed in a variety of oral, print and other media texts.
* Identify and explain the use of various communication technologies.

2.3.2 Understand techniques and elements

* Identify main characters, places and events in a variety of oral, print and other media texts.
* Identify how pictures, illustrations and special fonts relate to and enhance print and other media texts.

### 2.4 Create Original Text

2.4.1 Generate ideas

* Use own and respond to others’ ideas to create oral, print and other media texts.

2.4.2 Elaborate on the expression of ideas

* Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts.

2.4.3 Structure Texts

* Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions.
* Use traditional story beginnings, patterns and stock characters in own oral, print and other media texts.

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

* Relate personal knowledge to ideas and information in oral, print and other media texts.
* Ask questions to determine the main idea of oral, print and other media texts.

3.1.2 Plan to gather information

* Recall and follow directions for accessing and gathering ideas and information.

### 3.2 Select and Process

3.2.1 Use a variety of sources

* Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community.

3.2.2 Access information

* Use text features, such as table of contents, key words, captions and hot links, to access information.
* Use given categories and specific questions to find information in oral, print and other media texts.
* Use the library organizational system to locate information.

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

* Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order.
* Produce oral, print and other media texts with introductions, middles and conclusions.

3.3.2 Record information

* Record key facts and ideas in own words; identify titles and authors of sources.

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

* Revise words and sentences to improve sequence or add missing information.
* Check for capital letters, punctuation at the end of sentences and errors in spelling.

4.1.2 Enhance legibility

* Print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately.
* Use margins and spacing appropriately.
* Explore and use keyboard to compose and revise text.

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

* Write complete sentences, using capital letters and periods.
* Use connecting words to join related ideas in a sentence.
* Identify nouns and verbs, and use in own writing.
* Identify adjectives and adverbs that add interest and detail to stories.

4.2.2 Attend to spelling

* Use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing.
* Use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing.
* Use conventional spelling of common words necessary for efficient communication of ideas in writing.

4.2.3 Attend to capitalization and punctuation

* Use capital letters for proper nouns and at the beginning of sentences in own writing.
* Use periods and question marks, appropriately, as end punctuation in own writing.
* Use commas after greetings and closures in friendly letters and to separate words in a series in own writing.
* Identify commas and apostrophes when reading, and use them to assist comprehension.

# Grade 3 ELOs

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

* Choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others.

### 1.2 Clarify and Extend

1.2.1 Combine ideas

* Experiment with arranging and recording ideas and information in a variety of ways.

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

* Use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials.
* Apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions.
* Identify the main idea or topic and supporting details in simple narrative and expository passages.
* Extend sight vocabulary to include predictable phrases and words related to language use.
* Read silently with increasing confidence and accuracy.
* Monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems.

2.1.2 Use textual cues

* Use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning.
* Attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading.

2.1.3 Use phonics and structural analysis

* Apply phonic rules and generalizations competently and confidently to read unfamiliar words in context.
* Apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context.
* Associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context.

2.1.4 Use references

* Put words in alphabetical order by first and second letter.
* Use pictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts.

### 2.2 Respond to Texts

2.2.1 Experience various texts

* Choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays.
* Tell or write about favourite parts of oral, print and other media texts.
* Identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites.
* Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references.

2.2.2 Construct meaning from texts

* Connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences.
* Summarize main idea of individual oral, print and other media texts.
* Discuss, represent or write about ideas in oral, print and other media texts, relate them to own ideas and experiences and to other texts.
* Make inferences about a character’s actions or feelings.
* Express preferences for one character over another.

2.2.3 Appreciate the artistry of texts

* Express feelings related to words, visuals and sounds in oral, print and other media texts.
* Identify how authors used comparisons, and explain how they create mental images.

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

* Identify distinguishing features of a variety of oral, print and other media texts.
* Discuss ways that visual images convey meaning in print and other media texts.

2.3.2 Understand techniques and elements

* Include events, settings and characters when summarizing or retelling oral, print or other media texts.
* Describe the main characters in terms of who they are, their actions in the story and their relations with other characters.
* Identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques.

### 2.4 Create Original Text

2.4.1 Generate ideas

* Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts.

2.4.2 Elaborate on the expression of ideas

* Use sentence variety to link ideas and create impressions on familiar audiences.

2.4.3 Structure Texts

* Experiment with a variety of story beginnings to choose ones that best introduce particular stories.
* Add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot.

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

* Use self-questioning to identify information needed to supplement personal knowledge on a topic.
* Identify facts and opinions, main ideas and details in oral, print and other media texts.

3.1.2 Plan to gather information

* Contribute ideas for developing a class plan to access and gather ideas and information.

### 3.2 Select and Process

3.2.1 Use a variety of sources

* Find information to answer research questions, using a variety of sources, such as children’s magazines, CDROMs, plays, folk tales, songs, stories and the environment.

3.2.2 Access information

* Use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information.
* Locate answers to questions and extract appropriate and significant information from oral, print and other media texts.
* Use card or electronic catalogues to locate information.

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

* Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing.
* Draft ideas and information into short paragraphs, with topic and supporting sentences.

3.3.2 Record information

* Record facts and ideas using a variety of strategies; list titles and authors sources.
* List significant ideas and information from oral, print and other media texts.

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

* Combine and rearrange existing information to accommodate new ideas and information.
* Edit for complete and incomplete sentences.

4.1.2 Enhance legibility

* Print legibly, and begin to learn proper alignment, shape and slant of cursive writing.
* Spaces words and sentences consistently on a line and page.
* Use keyboarding skills to compose, revise and print text.
* Understand and use vocabulary associated with keyboarding and word processing.

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

* Identify a variety of sentence types, and use in own writing.
* Identify correct subject-verb agreement, and using in own writing.
* Use adjectives and adverbs to add interest and detail in own writing.
* Distinguish between complete and incomplete sentences.

4.2.2 Attend to spelling

* Use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing.
* Identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing.
* Identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing.

4.2.3 Attend to capitalization and punctuation

* Use capital letters appropriately in titles of books and stories.
* Use exclamation marks, appropriately, as end punctuation in own writing.
* Use apostrophes to form common contractions and to show possession in own writing.
* Identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension.

# Grade 4 ELOs

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

* Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts.

### 1.2 Clarify and Extend

1.2.1 Combine ideas

* Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences.

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

* Preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate.
* Comprehend new ideas and information by responding personally and discussing ideas with others.
* Extend sight vocabulary to include words frequently used in other subject areas.
* Monitor understanding by confirming or revising inferences and predictions based on information in text.

2.1.2 Use textual cues

* Use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information.
* Distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information.

2.1.3 Use phonics and structural analysis

* Identify and know the meanings of some frequently used prefixes and suffixes.
* Apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context.
* Integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context.

2.1.4 Use references

* Use alphabetical order by first and second letter to locate information in reference materials.
* 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.

### 2.2 Respond to Texts

2.2.1 Experience various texts

* 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, fold tales, informational texts, mysteries, poetry and CDROM programs.
* Identify and discuss favourite authors, topics and kinds of oral, print and other media texts.
* Discuss a variety of oral, print and other media texts by the same author, illustrator, storyteller or filmmaker.
* Retell events of stories in another form or medium.
* Make general evaluative statements about oral, print and other media texts.

2.2.2 Construct meaning from texts

* Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences.
* Identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events.
* Compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts.
* Develop own opinions based on ideas encountered in oral, print and other media texts.

2.2.3 Appreciate the artistry of texts

* Explain how onomatopoeia and alliteration are used to create mental images.
* Explain how language and visuals work together to communicate meaning and enhance effect.

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

* Describe and compare the main characteristics of a variety of oral, print and other media texts.
* Identify various ways that information can be recorded and presented visually.

2.3.2 Understand techniques and elements

* Identify and explain connections among events, setting and main characters in oral, print and other media texts.
* Identify the speaker or narrator of oral, print or other media texts.
* Identify how specific techniques are used to affect viewer perceptions in media texts.

### 2.4 Create Original Text

2.4.1 Generate ideas

* Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts.

2.4.2 Elaborate on the expression of ideas

* Select and use visuals that enhance meaning of oral, print and other media texts.

2.4.3 Structure Texts

* Produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot.
* Produce narratives that describe experiences and reflect personal responses.

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

* Use organizational patters of expository texts to understand ideas and information.
* Focus topics appropriately for particular audiences.

3.1.2 Plan to gather information

* Develop and follow a class plan for accessing and gathering ideas and information.

### 3.2 Select and Process

3.2.1 Use a variety of sources

* Locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips.

3.2.2 Access information

* Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
* Identify information sources that inform, persuade or entertain, and use such sources appropriately.

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

* Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions.
* Record ideas and information that are on topic.
* Organize oral, print and other media texts into sections that relate to and develop the topic.

3.3.2 Record information

* Make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically.
* Paraphrase information from oral, print and other media sources.

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

* Revise to ensure an understandable progression of ideas and information.
* Identify and reduce fragments and run-on sentences.
* Edit for subject-verb agreement.

4.1.2 Enhance legibility

* Write legibly, using a style that demonstrates awareness of alignment, shape and slant.
* Use special features of software when composing, formatting and revising texts.

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

* Identify simple and compound sentence structures, and use in own writing.
* Identify correct noun-pronoun agreement, and use in own writing.
* Identify past, present and future action.

4.2.2 Attend to spelling

* Use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing.
* Identify and apply common spelling generalizations in own writing.
* Apply strategies for identifying and learning to spell problem words in own writing.

4.2.3 Attend to capitalization and punctuation

* Use capitalization to designate organizations and to indicate the beginning of quotations in own writing.
* Use commas after introductory words in sentences and when citing addresses in own writing.
* Identify quotation marks in passages of dialogue, and use them to assist comprehension.

# Grade 5 ELOs

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

* Select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics.

### 1.2 Clarify and Extend

1.2.1 Combine ideas

* Use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts.

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

* Preview sections of print texts, and apply reading rate strategies appropriate for the purpose, content and format of the texts.
* Comprehend new ideas and information by responding personally, taking notes and discussing ideas with others.
* Use the meanings of familiar words to predict the meanings of unfamiliar words in context.
* Monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources.

2.1.2 Use textual cues

* Use text features, such as maps, diagrams, special fonts and graphics that highlight important concepts to enhance understanding of ideas and information.
* Identify and use structural elements of texts, such as letters, brochures, glossaries and encyclopaedias, to access and comprehend ideas and information.

2.1.3 Use phonics and structural analysis

* Identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multisyllable words in context.
* Integrate knowledge of phonics, sigh vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context.

2.1.4 Use references

* 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.

### 2.2 Respond to Texts

2.2.1 Experience various texts

* Experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers.
* Express points of view about oral, print and other media texts.
* Make connections between fictional texts and historical events.
* Describe and discuss new places, times, characters and events encountered in oral, print and other media texts.
* Write or represent the meaning of texts in different forms.

2.2.2 Construct meaning from texts

* Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community.
* Describe characters’ qualities based on what they say and do and how they are described in oral, print and other media texts.
* Describe and discuss the influence of setting on the characters and events.
* Support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts.
* Retell or represent stories from the points of view of different characters.

2.2.3 Appreciate the artistry of texts

* Explain how simile and hyperbole are used to create mood and mental images.
* Alter sentences and word choices to enhance meaning and to create mood and special effects.

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

* Identify and discuss similarities and differences among a variety of forms of oral, print and other media texts.
* Identify the main characteristics of familiar media and media texts.

2.3.2 Understand techniques and elements

* Identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved.
* Identify and discuss the main character’s point of view and motivation.
* Identify examples of apt word choices and imagery that create particular effects.
* Identify sections or elements in print or other media texts, such as shots in films or sections in magazines.

### 2.4 Create Original Text

2.4.1 Generate ideas

* Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts.

2.4.2 Elaborate on the expression of ideas

* Experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes.

2.4.3 Structure Texts

* Use structures encountered in texts to organize and present ideas in own oral, print and other media texts.
* Use own experiences as a starting point and source of information for fictional oral, print and other media texts.

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

* Summarize important ideas in oral, print and other media texts and express opinions about them.
* Combine personal knowledge of topics with understanding of audience needs to focus topics for investigation.

3.1.2 Plan to gather information

* Develop and follow own plan for gathering and recording ideas and information.

### 3.2 Select and Process

3.2.1 Use a variety of sources

* Locate information to answer research questions, using a variety of sources, such as newspapers, encyclopaedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions.

3.2.2 Access information

* Use a variety of tools, such as chapter headings, glossaries and encyclopaedia guide words, to access information.
* Skim, scan and listen for key words and phrases.

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

* Use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding.
* Organize ideas and information to emphasize key points for the audience.
* Add, delete or combine ideas to communicate more effectively.

3.3.2 Record information

* Record information in own words; cite titles and authors alphabetically, and provide publication dates of sources.
* Combine ideas and information from several sources.
* Record ideas and information in relevant categories, according to a research plan.

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

* Revise to add and organize details that support and clarify intended meaning.
* Edit for appropriate use of statements, questions and exclamations.

4.1.2 Enhance legibility

* Write legibly, using a style that is consistent in alignment, shape and slant.
* Apply word processing skills, and use publishing programs to organize information.

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

* Use words and phrases to modify and clarify ideas in own writing.
* Use connecting words to link ideas in sentences and paragraphs.
* Identify irregular verbs, and use in own writing.
* Identify past, present and future verb tenses, and use in sentences.

4.2.2 Attend to spelling

* Use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing.
* Study and use the correct spelling of commonly misspelled words in own writing.
* Know and consistently apply spelling conventions when editing and proofreading own writing.

4.2.3 Attend to capitalization and punctuation

* Use capital letters, appropriately, in titles, heading and subheadings in own writing.
* Use quotation marks and separate paragraphs to indicate passages of dialogue in own writing.
* Recognize various uses of apostrophes, and use them appropriately in own writing.

# Grade 6 ELOs

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

* Experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences.

### 1.2 Clarify and Extend

1.2.1 Combine ideas

* Use talk, notes, personal writing and representing, together with texts and the idea of others, to clarify and shape understanding.

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

* Identify, and explain in own words, the interrelationship of the main ideas and supporting details.
* Preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading.
* Use definitions provided in context to identify the meanings of unfamiliar words.
* Monitor understanding by evaluating new ideas and information in relation to known ideas and information.

2.1.2 Use textual cues

* Use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information.
* Identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information.

2.1.3 Use phonics and structural analysis

* Use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context.
* Integrate and apply knowledge of phonics, sigh vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity.

2.1.4 Use references

* Choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts.

### 2.2 Respond to Texts

2.2.1 Experience various texts

* 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.
* Explain own point of view about oral, print and other media texts.
* Make connections between own life and characters and ideas in oral, print and other media texts.
* Discuss common topics or themes in a variety of oral, print and other media texts.
* Discuss author’s, illustrator’s, storyteller’s or filmmaker’s intention or purpose.

2.2.2 Construct meaning from texts

* Observe and discuss aspects of human nature revealed in oral, print and other media texts, and related them to those encountered in the community.
* Summarize oral, print and other media texts, indicating the connections among events, characters and settings.
* Identify and infer reasons for a character’s actions or feelings.
* Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts.
* Comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text.

2.2.3 Appreciate the artistry of texts

* Explain how metaphor, personification and synecdoche are used to create mood and mental images.
* Experiment with sentence patterns, imagery and exaggeration to create mood and mental images.
* Discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts.

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

* Identify key characteristics of a variety of forms or genres of oral, print and other media texts.
* Discuss the differences between print and other media versions of the same text.

2.3.2 Understand techniques and elements

* Discuss the connections among plot, setting and characters in oral, print and other media texts.
* Identify first and third persona narration, and discuss preferences with reference to familiar texts.
* Explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts.
* Identify strategies that presenters use in media texts to influence audiences.

### 2.4 Create Original Text

2.4.1 Generate ideas

* Choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts.

2.4.2 Elaborate on the expression of ideas

* Use literary devices, such as imagery and figurative language, to create particular effects.

2.4.3 Structure Texts

* Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts.
* Express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose.

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

* Distinguish among facts, supported inferences and opinions.
* Use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation.

3.1.2 Plan to gather information

* Develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation.

### 3.2 Select and Process

3.2.1 Use a variety of sources

* Locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet.

3.2.2 Access information

* Use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information.
* Skim, scan and read closely to gather information.

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

* Organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence.
* Organize and develop ideas and information into oral, print and other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions.

3.3.2 Record information

* Make notes on a topic, combining information from more than one source; use reference sources appropriately.
* Use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning.
* Quote information from oral, print and other media sources.

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

* Revise to provide focus, expand relevant ideas and eliminate unnecessary information.
* Edit for appropriate verb tense and for correct pronoun references.
* Use paragraph structures in expository and narrative texts.

4.1.2 Enhance legibility

* Write legibly and at a pace appropriate to context and purpose.
* Experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts.

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

* Identify the use of coordinate and subordinate conjunctions to express ideas.
* Use complex sentence structures and a variety of sentence types in own writing.
* Identify comparative and superlative forms of adjectives, and use in own writing.
* Identify past, present and future verb tenses, and use throughout a piece of writing.

4.2.2 Attend to spelling

* Use a variety of resources and strategies to determine and learn and correct spelling of common exceptions to conventional spelling patterns.
* Explain the importance of correct spellings for effective communication.
* Edit for correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context.

4.2.3 Attend to capitalization and punctuation

* Use colons before lists, to separate hours and minutes, and after formal salutations in own writing.
* Identify parentheses and colons when reading, and use them to assist comprehension.
* Identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension.

# Grade 7 ELOs

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

* Discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding.

### 1.2 Clarify and Extend

1.2.1 Combine ideas

* Use talk, writing and representing to examine, clarify and assess understanding of ideas and information and experiences.

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

* Identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic.
* Use concept mapping and mental rehearsal to remember main ideas and relevant details.
* Adjust reading rate and strategies to account for changes in structural features of texts and complexity of content.

2.1.2 Use textual cues

* Identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information.
* Identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose.

2.1.3 Use phonics and structural analysis

* Apply, flexibly, knowledge of phonics, sigh vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading.

2.1.4 Use references

* Skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words.

### 2.2 Respond to Texts

2.2.1 Experience various texts

* Experience oral, print or 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.
* Justify own point of view about oral, print and other media texts, using evidence from texts.
* Organize interpretations of oral, print and other media texts around two or three key ideas.
* Express interpretations of oral, print and other media texts in another form or genre.
* Predict and discuss the consequences of events or characters’ actions, based on information in oral, print and other media texts.

2.2.2 Construct meaning from texts

* Compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others.
* Analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters.
* Identify and explain conflict, and discuss how it develops and may be resolved.
* Develop, clarify and defend own interpretation based on evidence from the text with support from own experiences.

2.2.3 Appreciate the artistry of texts

* 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.
* Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts.
* Reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities.

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

* Identify various forms and genres of oral, print and other media texts, and describe key characteristics of each.
* Identify the characteristics of different types of media texts.

2.3.2 Understand techniques and elements

* Discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts.
* Identify a narrator’s perspective, and explain how it affects the overall meaning of a text.
* Identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot and development.
* Explain how sound and image work together to create effects in media texts.

### 2.4 Create Original Text

2.4.1 Generate ideas

* Choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts.

2.4.2 Elaborate on the expression of ideas

* Use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict.

2.4.3 Structure Texts

* Create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events.
* Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes.

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

* Consider audience, purpose, point of view and form when focusing topics for investigation.
* Use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts.

3.1.2 Plan to gather information

* Plan and organize data collection based on instructions, explanations and pre-established parameters.

### 3.2 Select and Process

3.2.1 Use a variety of sources

* Obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions.

3.2.2 Access information

* Use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information.
* Distinguish between fact and opinion, and follow the development of argument and opinion.
* Scan to locate specific information quickly; summarize and record information useful for research purposes.

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

* Organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose.
* Produce oral, print and other media texts with well-developed and well-linked ideas and sections.

3.3.2 Record information

* Make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources.
* Reflect on ideas and information to form own opinions with evidence to support them.
* Compare, contrast and combine ideas and information from several sources.

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

* Revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning.
* Revise to eliminate unnecessary repetition of words and ideas.
* Use paragraphs, appropriately, to organize narrative and expository texts.

4.1.2 Enhance legibility

* Choose and use printing, cursive writing or word processing, depending on the task, audience and purpose.
* Identify how the format of documents enhances the presentation of the content.

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

* Use a variety of subordinate clauses correctly and appropriately in own writing.
* Use correct subject-verb agreement in sentences with compound subjects.
* Distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose.
* Identify and use common subjective and objective forms of pronouns, appropriately and correctly in own writing.

4.2.2 Attend to spelling

* Use reference materials to confirm spellings and to solve spelling problems when editing and proofreading.
* Extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts.
* Apply specific and effective strategies for learning and remembering the correct spelling of words in own writing.

4.2.3 Attend to capitalization and punctuation

* Use periods and commas with quotation marks that indicate direct speech in own writing.
* Use commas to separate phrases and clauses in own writing.
* Use quotation marks to identify information taken from secondary sources in own writing.

# Grade 8 ELOs

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

* Discuss and respond to ways that forms or oral, print and other media texts enhance or constrain the development and communication of ideas, information and experiences.

### 1.2 Clarify and Extend

1.2.1 Combine ideas

* Exchange ideas and opinions to clarify understanding and to broaden personal perspectives.

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

* Enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages.
* Monitor understanding; skim, scan or read slowly and carefully, as appropriate, to enhance comprehension.
* Take notes, make outlines and use such strategies as read, recite, review to comprehend and remember ideas and information.

2.1.2 Use textual cues

* Identify and use visual and textual cues in reference materials, such as catalogues, databases, websites, thesauri and writers’ handbooks, to access information effectively and efficiently.
* Identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life to access ideas and information and to read with purpose.

2.1.3 Use phonics and structural analysis

* Choose and use strategies for word identification, vocabulary development and spelling that either build on specific strengths or address areas of development.

2.1.4 Use references

* Use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning.

### 2.2 Respond to Texts

2.2.1 Experience various texts

* Experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs.
* Write and represent narratives from other points of view.
* Expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view.
* Explain connections between own interpretation and information in texts, and infer how texts will influence others.
* Make connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts.

2.2.2 Construct meaning from texts

* Interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others.
* Identify and describe characters’ attributes and motivations, using evidence from the text and personal experiences.
* Discuss various ways characters are developed and the reasons for and plausibility of character change.
* Compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas.

2.2.3 Appreciate the artistry of texts

* 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.
* Identify ways that characters can be developed, and discuss how character, plot and setting are interconnected and mutually supportive.
* Identify and discuss how word choice and order, figurative language, plot, setting and character work together to create mood and tone.

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

* Discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience.
* Compare the usefulness of different types of media texts.

2.3.2 Understand techniques and elements

* Distinguish theme from topic or main idea in oral, print and other media texts.
* Identify and explain characters’ qualities and motivations, by considering their words and actions, their interactions with other characters and the author’s or narrator’s perspective.
* Compare and contrast the different perspectives provided by first and third person narration.
* Summarize the content of media texts, and discuss the choices made in planning and producing them.

### 2.4 Create Original Text

2.4.1 Generate ideas

* Create oral, print and other media texts related to issues encountered in texts and in own life.

2.4.2 Elaborate on the expression of ideas

* Retell oral, print and other media texts from different points of view.

2.4.3 Structure Texts

* Create oral, print and other media texts with both main and minor characters.
* Choose forms and genres of oral, print or other media texts for the particular affects they will have on audiences and purposes.

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

* Experiment with several ways to focus a topic, and select a form appropriate to audience and purpose.
* Identify and trace the development of arguments, opinions or points of view in oral, print and other media texts.

3.1.2 Plan to gather information

* Plan and organize data collection based on instructions, explanations and pre-established parameters.

### 3.2 Select and Process

3.2.1 Use a variety of sources

* Obtain information from a variety of sources, such as artefacts, debates, forums, biographies, autobiographies, surveys, documentaries, films, CDROMs, charts and tables, when conducting research.

3.2.2 Access information

* Expand and use a variety of tools and text features, such as subtitles, margin notes, key words, electronic searches, previews, reviews, visual effects and sound effects, to access information.
* Record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations.
* Adjust rate of reading or viewing to suit purpose and density of information in print or other media texts.

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

* Organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship.
* Organize ideas and information to establish an overall impression or point of view in oral, pint and other media texts.

3.3.2 Record information

* Make notes in point form, summarizing major ideas and supporting details; reference sources.
* Discard information that is irrelevant for audience, purpose, form or point of view.
* Use a consistent and approved format to give credit for quoted and paraphrased ideas and information.

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

* Revise by adding words and phrases that emphasize important ideas or create dominant impressions.
* Revise to enhance sentence variety, word choice and appropriate tone.
* Enhance the coherence and impact of documents, using electronic editing functions.
* Use paragraph structures to demonstrate unity and coherence.

4.1.2 Enhance legibility

* Very handwriting style and pace, depending on the context, audience and purpose.
* Choose an effective format for documents, depending on the content, audience and purpose.

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

* Use words and phrases to modify, clarify and enhance ideas and descriptions in own writing.
* Use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting.
* Use correct pronoun-antecedent in own writing.
* Use verb tenses consistently throughout a piece of writing.

4.2.2 Attend to spelling

* Develop a systematic and effective approach to studying and remembering the correct spellings of key words encountered in a variety of print and other media texts.
* Use knowledge of spelling generalizations and how words are formed to spell technical terms and unfamiliar words in own writing.
* Identify the use of spelling variants in print and other media texts, and discuss the effectiveness depending on audience and purpose.

4.2.3 Attend to capitalization and punctuation

* Use hyphens to break words at the end of lines, and to make a new word from two related words in own writing.
* Identify semicolons, dashes and hyphens when reading, and use them to assist comprehension.
* Use parentheses appropriately in own writing.
* Use appropriate capitalization and punctuation for referencing oral, print and other media texts.

# Grade 9 ELOs

## General Outcome 1 – Explore thoughts, ideas, feelings and experiences

### 1.1 Discover and Explore

1.1.1 Experiment with language and forms

* Develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts.

### 1.2 Clarify and Extend

1.2.1 Combine ideas

* Examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships.

## General Outcome 2 – Comprehend and respond personally and critically to oral, print and other media texts

### 2.1 Use Strategies and Cues

2.1.1 Use comprehension strategies

* Identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text.
* Select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences.
* Preview complex texts as to their intent, content and structure; and use this information to set a purpose and select strategies for reading.

2.1.2 Use textual cues

* Use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently.
* Analyze and discuss how the structural features informational materials, such as textbooks, bibliographies, databases, catalogues, websites, commercials and newscasts, enhance the effectiveness and efficiency of communication.

2.1.3 Use phonics and structural analysis

* Apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts.

2.1.4 Use references

* Use reference materials, including a writers’ handbook, to verify correct usage, address uncertainties and solve problems that arise.

### 2.2 Respond to Texts

2.2.1 Experience various texts

* 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.
* Identify and discuss how timeless themes are developed in a variety of oral, print and other media texts.
* Consider historical context when developing own points of view or interpretations of oral, print and other media texts.
* Compare and contrast own life situation with themes of oral, print and other media texts.
* Express the themes of oral, print and other media texts in different forms or genres.
* Consider peers’ interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence.

2.2.2 Construct meaning from texts

* Analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others.
* Identify and discuss theme and point of view in oral, print and other media texts.
* Discuss and explain various interpretations of the same oral, print or other media text.
* Relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance.

2.2.3 Appreciate the artistry of texts

* Discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts.
* Discuss character development in terms of consistency of behaviour and plausibility of change.
* Describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character.
* Identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression.

### 2.3 Understand Forms, Elements and Techniques

2.3.1 Understand forms and genres

* Explain the relationships between purposes and characteristics of various forms of genres of oral, print and other media texts.
* Evaluate the effectiveness of different types of media texts for presenting ideas and information.

2.3.2 Understand techniques and elements

* Compare the development of character, plot and theme in two oral, print or other media texts.
* Evaluate the effectiveness of oral, print and other media texts, considering the believability of plot and setting, the credibility of characters, and the development and resolution of conflict.
* Compare a main character in one text to the main character in another text from a different era, genre or medium.
* Identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts.
* Summarize the content of media texts, and suggest alternative treatments.

### 2.4 Create Original Text

2.4.1 Generate ideas

* Generalize from own experience to create oral, print and other media texts on a theme.

2.4.2 Elaborate on the expression of ideas

* Create oral, print and other media texts on common literary themes.

2.4.3 Structure Texts

* Create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action.
* 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 action and events.

## General Outcome 3 – Managing ideas and information

### 3.1 Plan and Focus

3.1.1 Focus attention

* Synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions.
* Assess adequacy, accuracy, detail and appropriateness of oral, print and other media texts to support or further develop arguments, opinions or points of view.

3.1.2 Plan to gather information

* Select information sources that will provide effective support, convincing argument or unique perspectives.

### 3.2 Select and Process

3.2.1 Use a variety of sources

* Obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet, when conducting research.

3.2.2 Access information

* Expand and use a variety of tools and text features, such as organizational patterns of texts, page layouts, font styles and sizes, colour and voiceovers, to access information.
* Distinguish between primary and secondary sources, and determine the usefulness of each for research purposes.
* Follow up on cited references to locate additional information.

### 3.3 Organize, Record and Evaluate

3.3.1 Organize information

* Organize ideas and information by developing and selecting appropriate categories and organizational structures.
* Balance all sections of oral, print and other media texts and ensure sentences, paragraphs and key ideas are linked throughout.
* Develop coherence by relating all key ideas to the overall purpose of the oral, print or other media text.

3.3.2 Record information

* Use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources.
* Select and record ideas and information that will support an opinion or point of view, appeal to the audience, and suit the one and length of the chose form of oral, print or other media text.
* Choose specific vocabulary, and use conventions accurately and effectively to enhance credibility.

## General Outcome 4 – Enhance the clarity and artistry of communication

### 4.1 Enhance and Improve

4.1.1 Revise and edit

* Revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions.
* Revise to enhance effective transitions between ideas and maintain a consistent organizational pattern.
* Revise to combine narration, description and exposition effectively.

4.1.2 Enhance legibility

* Develop personal handwriting styles appropriate for a variety of purposes.
* Identify and experiment with some principles of design that enhance the presentation of texts.

### 4.2 Attend to Conventions

4.2.1 Attend to grammar and usage

* Identify and use parallel structure in own writing.
* Identify and use coordination, subordination and apposition to enhance communication.
* Use a variety of strategies to make effective transitions between sentences and paragraphs in own writing.

4.2.2 Attend to spelling

* Demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing.
* Identify situations in which careful attention to correct spelling is especially important.
* Identify and use variant spellings for particular effects, depending on audience, purpose, content and context.

4.2.3 Attend to capitalization and punctuation

* Use quotation marks to distinguish words being discussed in own writing.
* Use dashes to show sentence breaks or interrupted speech, where appropriate in own writing.
* Know that rules for punctuation can vary, and adjust punctuation use for effect in own writing.

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