

Language Arts

Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts ideas, feelings and experiences.

Discover and Explore

- I can compare new ideas, information and experiences to prior knowledge and experiences.
- I can ask questions, paraphrase and discuss to explore ideas and understand new concepts.
- I can share my responses to explore and develop understanding of oral, print and other print media texts.
- I can discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts.
- I can select preferred forms from a variety of oral, print and other media texts.
- I can identify areas of personal accomplishment and areas for enhancement in language learning and use.

Clarify and Extend

- I can identify other perspectives by exploring variety of ideas, opinions, responses and oral, print and other media texts.
- I can use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences.
- I can explore ways to find additional ideas and information to extend understanding.

Outcome 2: I can listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Use strategies and Cues

- I can use ideas and concepts, developed through personal interests, experiences and discussions, to understand new ideas and information.
- I can explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning.
- I can preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate.
- I can comprehend new ideas and information by responding personally and discussing ideas with others.
- I can monitor understanding by confirming or revising inferences and predictions based on information in text.
- I can use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information.
- I can distinguish differences in structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information.
- I can identify and know the meaning of some frequently used prefixes and suffixes.

- I can apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context.
- I can use alphabetical order by first and second letter to locate information in reference materials.
- I can use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meaning of unfamiliar words in oral, print and other media texts.

Responds to Texts

- I can experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, poetry and CD programs.
- I can discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker,
- I can retell events of stories in another form or medium.
- I can make general evaluative statements about oral, print and other media texts.
- I can connect the thoughts and actions of characters portrayed in oral, print and other media texts to my own experiences and classroom experiences.
- I can identify the main events in oral, print and other media texts; explain their causes and describe how they influence subsequent events.

- I can compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts.
- I can develop my opinions based on ideas encountered in oral, print and other media texts.
- I can explain how onomatopoeia, alliteration are used to create mental images.
- I can explain how language and visuals work together to communicate meaning and enhance effect.

Understand Forms, Elements and Techniques

- I can describe and compare the main characteristics of a variety of oral, print and other print media texts.
- I can identify various ways that information can be recorded and presented visually.
- I can identify and explain connections among events, setting and main characters in oral, print and other media texts.
- I can identify the speaker or narrator of oral, print or other media texts.
- I can identify how specific techniques are used to affect viewer perceptions in media texts.
- I can recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning.

Create Original Text

- I can use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts.
- I can select and use visuals that enhance meaning of oral, print and other media texts.
- I can produce oral, print and other media texts that follow a logical sequence and demonstrate clear relationships between character and plot.
- I can produce narratives that describe experiences and reflect personal responses.

Outcome 3: I can listen, speak, read, write, view and represent to manage ideas and information.

Plan and Focus

- I can use organizational patterns of expository texts to understand ideas and information.
- I can focus topics appropriately for particular audiences.
- I can ask relevant questions and respond to questions related to particular topics.
- I can develop and follow a class plan for accessing and gathering ideas and information.

Select and Process

- I can 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.

Organize, Record and Evaluate

- I can use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words to access information.
- I can identify information sources that inform, persuade or entertain and use such sources appropriately.
- I can recall important points, and make and revise predictions regarding upcoming information.
- I can organize ideas and information, using appropriate categories, chronological order, cause and effect or posing and answering questions.
- I can record ideas and information that are on topic.
- I can organize oral, print and other media texts into sections that relate to and develop the topic.
- I can make notes of keywords, phrases and images by subtopics: cite titles and authors of sources alphabetically.
- I can paraphrase information to identify if more information is required: review new understanding.

Share and Review

- I can communicate ideas and information in a variety of oral, print and other media texts such as short reports, talks and posters.
- I can select visuals, print and/or other media to add interests and to engage the audience.
- I can identify strengths and areas of improvements in research process.

Outcome 4: I can listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

Enhance and Improve

- I can identify the general impression and main idea communicated by my own and peers' oral, print and other media texts.
- I can use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts.
- I can revise to ensure an understandable progression of ideas and information.
- I can identify and reduce fragments and run-on sentences.
- I can edit for subject-verb agreement.
- I can write legibly, using a style that demonstrates awareness of alignment, shape and slant.
- I can use special features of software when composing, formatting and revising texts.

- I can use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study.
- I can recognize English words and expression that come from other cultures or languages.
- I can experiment with combining detail, voice-over, music and dialogue with sequence of events.

Attend to Conventions

- I can identify simple and compound sentence structures and use in my writing.
- I can identify correct noun-pronoun agreement and use in my writing.
- I can identify past, present and future action.
- I can use phonic knowledge and skills and visual memory, systematically, to spell multi-syllable words in my writing.
- I can identify and apply common spelling generalizations in my writing.
- I can apply strategies for identifying and learning to spell problems words in my writing.
- I can use capitalization to designate organizations and to indicate the beginning of quotations in my writing.
- I can use commas after introductory words in sentences and when citing addresses in writing.
- I can identify quotations marks in passages of dialogue and use them to assist comprehension.

Present and Share

- I can present to peers ideas and information on a topic of interest, in a well-organized form.
- I can add interest to presentations through the use of props.
- I can adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities.
- I can connect my own ideas, opinions and experiences to those communicated in oral and visual presentations.
- I can give constructive feedback, ask relevant questions, express related opinions in response to oral and visual presentations.

Outcome 5: I can listen, speak, read, view and represent to respect, support, and collaborate with others.

Appreciate Diversity

- I can describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts.
- I can appreciate that responses to some oral, print or other media texts may be different.
- I can identify and discuss main characters, plots, settings, and illustrations in oral, print and other media texts from diverse cultures and communities.
- I can use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom.

- I can identify and discuss differences in language use in a variety of schools and community contexts.

Work within a Group

- I can take responsibility for collaborating with others to achieve group goals.
- I can ask for and provide information and assistance, as appropriate, for completing individual and group tasks.
- I can share my knowledge of a topic to develop purposes for research or investigations and possible categories of questions.
- I can use brainstorming, summarizing and reporting to organize and carry out group projects.
- I can assess group process, using established criteria and determine areas of improvement.