

English Language Arts

Learner Outcomes

Kindergarten

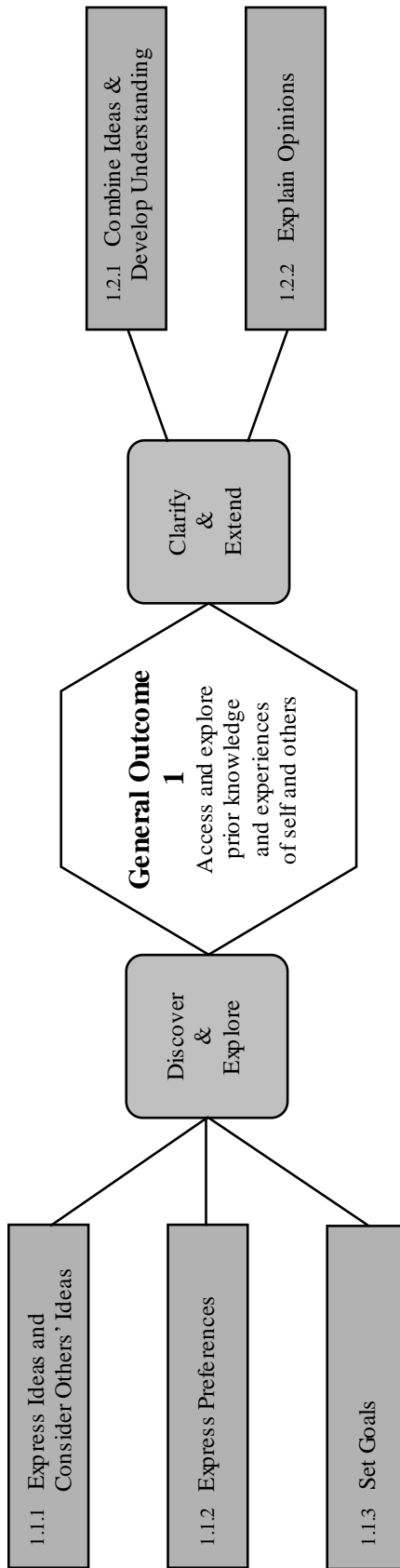


Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory use of language enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory use of language helps students to maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talking and listening to others. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry and research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English Language Arts Learning Outcomes (LO). For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.1 Kindergarten

Discover and Explore

Talk about and / or represent self and listen to others

**It is important to be sensitive to cultural conventions when inviting students to share.

**It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

Express Ideas and Consider Others' Ideas

General Example(s)

•conversations, exploratory talk, play, sharing circles, celebrations, centres, inquiry, dramatizations, prompted activities, artistic representations, journals, Think Alouds, text explorations, responses, representations, appropriate questions and comments, ...

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

- 1.1.1 a. *Talks about and / or represents personal experiences, feelings, opinions, and familiar events (from oral, print, and other media texts)*

family, community, school, occasions, celebrations, ...

May say, "I used the tape recorder to talk about my family's trip to the bush on Saturday. You can hear my story in the listening centre."

- 1.1.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
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- 1.1.1 c. *Begins to respond to others' experiences and feelings through conversation*

May say, "He is not happy. Why?" "Her Grandmother told us about skinning the beaver. I have never done that. It must be hard." "I painted him mad, because the man in the story hurt his friend's feelings."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.2 Kindergarten

Discover and Explore

Express text preferences (oral, print, and other media texts)

Express Preferences

General Example(s)

- conversations, centers, story time, picture graphs, reenactments, journals, T-charts, diagrams, art, models, story telling, role playing, show and tell,...

- preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

1.1.2 a. Talks about favourite texts

May say, "I like Franklin!"; "I'm going to get a Dora DVD on the weekend."; "I want to hear the story about the white buffalo again."; "Can we sing the song while we read the book? That's the best part!"

1.1.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.1.2 c. Begins to choose texts of personal interest (oral, print, and other media) with guidance

May say, "I want to read the Rosie book. It's funny" "My favourite book in our library is" "The best Three Little Pigs story is the one where the wolf is good." "I want to take out a book about airplanes. Can you help me find one in the library?"

1.1.2 d. Begins to explain why a particular text is preferred (oral, print, and other media)

May say, "Can you read The Hungry Caterpillar please? I like the holes in the book." "I want to see that Robert Munsch movie again. You know, it's the one where the Dad falls asleep and walks around outside. It is so funny!" "Can we have Tommy's Grandma come for story time again? I like listening to her stories."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.3 Kindergarten

Discover and Explore

Set Goals

Participate in classroom activities

* language use includes all six language arts

*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

1.1.3 a. Expresses desire to read / view / listen

requests multiple readings of a text, requests to take book home, requests reading time, brings books from home, orders books.

May say, "When I am big, I will read..."

1.1.3 b. Talks about what has been read / heard / viewed

conversations, book talk, author's chair, illustrator's chair, book worms, listening centres, centres, reader's response activities, reading conferences. ...

May say, "This book makes me feel..." "This book reminds me of..." "I like this book because..." "The video of the book we heard last week was exciting. I liked ..."

1.1.3 c. Expresses desire to talk / write / illustrate

requests time and instruments for writing, writes in centres, writes in journal, sends notes, draws for others, makes lists or labels, scribbles, ...

May say, "I'm going to write a poem." "When I am big, I will write..." "I drew you a story."

1.1.3 d. Talks about writing and representing

conversations, book circles, story times, author's chair, journal sharing, group writing, paint centre, buddy writing, centres, ...

May say, "When I write, I..." "I drew a picture for my Mom's birthday." "We made a list of what we need at the store." "Look at our pictures of our fishing trip!"

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.1 Kindergarten

Clarify and Extend

Talk about connections between prior and new experiences / information

Combine Ideas and Develop Understanding

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

1.2.1 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.2.1 b. *Begins to talk about connections between prior and new experiences and/or knowledge talking, listening, imagining, questioning, reflecting, ...*

May say, "I saw that on TV." "When we go hunting, that happens ..." "I think the book might be about losing teeth because when I lost my teeth I looked like the guy in the picture."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.2 Kindergarten

Clarify and Extend

Communicate opinions and ideas

Explain Opinions

General Example(s)

•talk, play, draw, scribble, write, dramatize, paint, dance, ...

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

1.2.2 a. *States personal opinions, ideas/thoughts*

talking, playing, dancing, singing, drawing, sketching, role playing, dramatizing, experimenting, sculpting, painting, cooking, reading, writing, ...

May say, "I think ...", "All kids like marshmallows." "All plants are green." "The teacher said, ..., but I think that ...", ...

1.2.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.2.2 c. *Begins to listen to others' opinions, ideas/thoughts*

May say, "The teacher says, ..." "My Mom says, ...", "I think that the mother is nice, because the kids in the story are. The rest of my group says they think she is mean because ... We are going to listen to the rest of the story to find out." ...



Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Constructing meaning of oral, print, and other media texts is fundamental to living in a democracy. In a technological society, students are required to comprehend and sort ideas and information from an increasing volume and variety of sources.

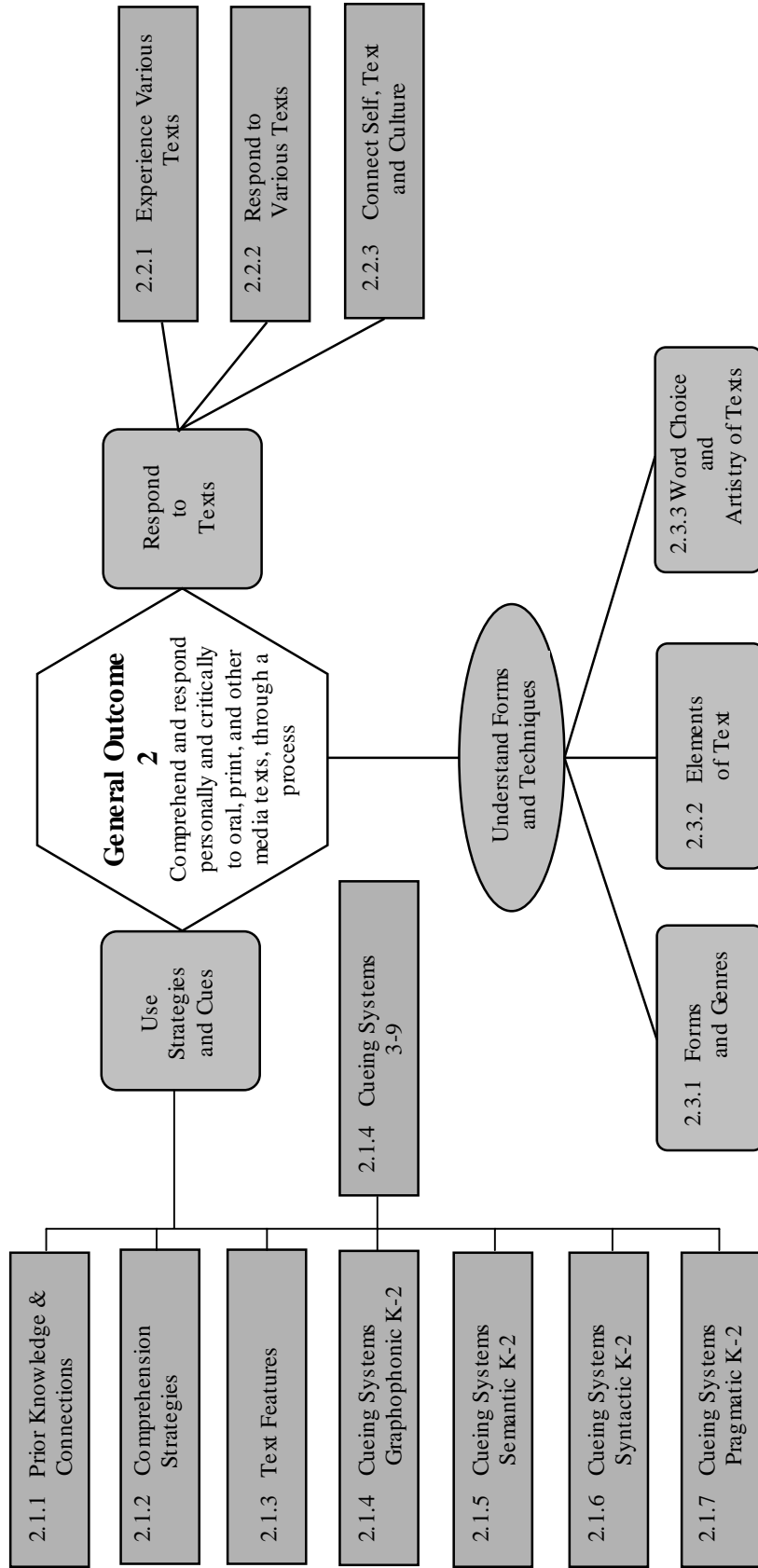
Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and responses to texts through learning experiences in all of the General Outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Reading Process stages include: Pre-reading, Reading, Responding, Exploring, and Applying



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.1 Kindergarten

Use Strategies and Cues	Prior Knowledge and Connections
Use prior knowledge to make connections between self and texts (oral, print, and other media)	General Example(s) •talking, listening, brainstorming, drawing, painting, building, writing, sculpting, acting, dancing, composing, singing, chanting, story telling, reading, viewing, representing, ...
*reading process stages include: pre-reading, reading, responding, exploring, and applying	Specific Outcome Links •See Combine Ideas and Develop Understanding (1.2.1)
*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying	
*listening process stages include: pre-listening, listening, responding, exploring, applying	

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.1.1 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.1 b. *Begins to talk about the connections between personal experiences and prior knowledge and ideas in a text (oral, print, or other media)*
May say, "We saw caterpillars making cocoons on our house this weekend, just like it shows in that book, The Very Hungry Caterpillar."

2.1.1 c. *Begins to represent the connections that evolved from conversations and the exploration of texts (oral, print, and other media)*

**May choose to use graphic organizers to represent the connections that evolved from conversations*

May say, "We made our spider out of plasticine. We remembered how to make one because Tommy had one in his jar yesterday. Now we can sing the song "Eensy Weensy Spider" with a real one!" "We drew a spider just like the one in our bug jar."

**graphic organizers may include: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, ...*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.2 Kindergarten

Use Strategies and Cues

Talk about and anticipate meaning from print, symbols, and images; begin to use comprehension strategies to construct and confirm understanding

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Comprehension Strategies

General Example(s)

the 7 key thinking (comprehension) strategies used by proficient readers are:

- activating prior knowledge: making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme.
- determining importance: identifying the most important ideas and themes in a text and drawing conclusions about them, in order to focus the reading and to exclude peripheral or unimportant details from memory
- question generating: to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that are reading
- visualizing: creating mental images that include visual, auditory, and other sensory connections to the text
- inferring: drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation. It is reading between the lines to figure out what the author has left unsaid.
- synthesizing: retelling and summarizing; bringing together pieces of information within a text, during or after reading
- monitoring for meaning: thinking about what one is reading both during and after reading to determine if one is comprehending a text. It's partner, clarifying, consists of using a variety of fix-up strategies to clear up confusion.

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connects Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), Access Information (3.2.3), Use Strategies to Make Sense of Information (3.2.4), Enhance Artistry (4.2.4), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.1.2 a. *Recognizes and begins to predict the meaning of familiar symbols and images and print*

traffic signs, hazard warning signs, safety symbols, coins, team logos, product logos, flags, company logos, ...

May say, "That means stop." "That's the Calgary Flames." "That (maple leaf) means Canada." "That might blow up because it has a explosion sticker on it."

May say, "That's like ...; maybe that means..." "The pictures in this story are all in red. Does the little girl only like red?" "The poster/picture/photo has a lot of fish on it. Is it for selling fish or is it telling us about good food for our bodies?"

2.1.2 b. *Demonstrates reading-like behaviors*

- reading from top to bottom*
 - reading from left to right*
 - tracking print with finger and eyes*
 - handling books appropriately*
 - telling story while following print*
-

2.1.2 c. *Recognizes that print has meaning*

**Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts*

May say, "Tell me what that says."

Tells a story while following the print with finger.

2.1.2 d. *Recognizes that print and picture / illustration are connected*

May say, "Does this say, 'dog', because that is a picture of a dog?"

2.1.2 e. *Retells stories*

talking, illustrating, picture mapping, cartooning, journalling, role playing, dramatizing, dancing, singing, drumming, story and book publishing, ...

2.1.2 f. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.2 g. *Begins to use the seven key thinking / comprehension strategies to construct and confirm understanding, with guidance*

reading comprehension activities and recording tools might include: conversations, reader's workshop, Listen-Sketch-Share (LSS), Directed Reading-Thinking Activity (DRTA), shared reading, book talks, ...

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.3 Kindergarten

Use Strategies and Cues

Begin to use textual cues in context

**cues in narrative, expository, and poetic texts

Text Features

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.1.3 a. *Recognizes environmental print, symbols, and images, in context*

traffic signs, hazard warning signs, safety symbols, coins, team logos, product logos, flags, company logos (e.g. "Coke", "Pokemon", "McDonald's"), ...

May say: "This is a STOP sign." "These letters are the same as ..." "The skeleton flag means a pirate ship." "The C that is on fire is for the Calgary Flames."

2.1.3 b. *Reads own name, in context*

on / in books, clothing, materials, lists, attendance sheet, centre sign in wall, file folders, hand outs, mailbox, letters envelopes, ...

2.1.3 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.3 d. *Begins to recognize familiar words and words that have personal significance, in context*

labels, colours, theme words, word walls, days of the week, months of the year, book titles, favorite foods, favorite TV shows / movies, personal name, names of pets / father / mother / friends / siblings, song lyrics / words, highlighted words in interactive software, rhyming words (poems), ...

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.4 Kindergarten

Use Strategies and Cues

Recognize that letters represent sounds and words

Graphophonic: the letter-sound system of language. It is recognizing that letters have associated sounds and knowing how to pronounce and blend those sounds to decipher unknown words. Phonics is only helpful if used when needed: to figure out words when writing and to decode words when reading.

While readers use graphophonics in reading, they do so in conjunction with the semantic, syntactic, and pragmatic systems.

Cueing Systems - Graphophonic

Specific Outcome Links

see Elements of Texts (2.3.2) and Spelling (4.3.2)

*Cueing Systems (Graphophonic (2.1.4), Semantic (2.1.5), Syntactic (2.1.6), Pragmatic (2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.1.4 a. *Identifies some letters of the alphabet (upper and lower cases)*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

2.1.4 b. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

2.1.4 c. *Begins to identify sounds in words.*

Development of phonological awareness (the awareness of individual sounds in words, and words in sentences) is a critical component of literacy development. Phonological awareness is necessary to make sense of phonics instruction and to effectively use phonological strategies when reading and writing.

Students need to develop awareness of :

- individual words in sentences*
- individual sounds in words*
- rhyming words*
- syllables (parts of words)*
- words that start or end with the same sound*
- segmenting and blending simple words*
- changing one sound for another to create a new word*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

See Enhance Artistry (4.2.4)

rhymes, chants, tongue twisters (alliteration), songs, big books, lists, familiar books, signs, labels, word families, reading activities, alphabet games, scribed or independent journal writing, journals, captions, ...

scribed or independent journal writing, labels, captions, lists, guided / shared / independent reading activities, ...

May say, "That sound is in my name. It's an N."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.5 Kindergarten

Use Strategies and Cues

Cueing Systems - Semantic

Recognizes that print has meaning

Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.

Specific Outcome Links

See Comprehension Strategies (2.1.2)

*Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.1.5 a. *Recognizes that print has meaning and / or that scribbles represent words*

Tells a story while following the print with finger.

May say, "Tell me what that says."

2.1.5 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.5 c. *Begins to read familiar words and words that have personal significance, in context*

see Text Features (2.1.3)

own name, names of father / mother / friends / siblings, ...

2.1.5 d. *Begins to read for meaning*

**using texts with an appropriate complexity of content and sophistication of style*

See Comprehension Strategies (2.1.2)

monitoring strategies might include: talking, questioning, listening, using picture cues and visuals, rereading, reading on, guessing and checking, predicting, retelling, responding to texts, accessing background and prior knowledge, ...

using cues such as: picture, graphophonic, ...

May say, "That doesn't make sense? I have to reread this." "That is not what the picture shows. Maybe the word is not goat, but giraffe like in the picture on the next page." ...

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.6 Kindergarten

Use Strategies and Cues

Recognize that letters go together to make words and words to make sentences

Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

It occurs at higher levels of text organization than just the sentence.

Cueing Systems - Syntactic

Specific Outcome Links

See Comprehension Strategies (2.1.2), Grammar and Usage (4.3.1), Punctuation and Capitalization (4.3.3)

*Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.1.6 a. *Recognizes that letters go together to make words and words go together to make sentences*

**early in Kindergarten, scribbles represent words*

2.1.6 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.6 c. *Begins to talk about periods in familiar text*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.7 Kindergarten

Use Strategies and Cues

Begin to talk about context and purpose in texts

Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.

Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.

Cueing Systems - Pragmatic

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

*Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.1.7 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.7 b. *Begins to interact with text to talk about an author's / creator's purpose, audience, and choice of structure or form*

**using texts with an appropriate complexity of content and sophistication of style*

see Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Originals Texts (4.1.3)

May say, "It's a list; so it tells me what to buy."

2.1.7 c. *Begins to make inferences to negotiate meaning of text (personal interpretations), with guidance*

**it is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

see Respond to Various Texts (2.2.2), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Enhance Artistry (4.2.4)

conversation topics in literature circles may include: students' background and prior knowledge / experiences, characters' feelings, how a quotation might be read, ...

May say, "We think you have to sing this poem, because all of the lines end in a rhyme and it feels better when we do it like a song." "When we see big capital letters, we have to read it really loud!"

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.1 Kindergarten

Respond to Texts

Explore a variety of **oral, print, and other media** texts

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Experience Various Texts

General Example(s)

***reading process** stages include: pre-reading, reading, responding, exploring, and applying

***viewing process** stages include: pre-viewing, viewing, responding, exploring, and applying

***listening process** stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

•See Connect Self, Texts, and Culture (2.2.3), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.2.1 a. *Listens to / reads / views stories represented through oral, print, and other media texts from diverse cultures*

Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...

guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...

2.2.1 b. *Sets a purpose for reading*

enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...

2.2.1 c. *Explores a variety of narrative texts*

**for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)*

****required** narrative texts to **explore** in Kindergarten:*

- sequenced pictures / illustrations / video,
- oral stories (audio representations),
- story books (wordless picture books or with low proportion of text),
- stories and picture books written by their classmates,
- predictable books,
- puppet plays,
- improvisations / dramatizations,
- narratives where the main character is: concrete, close to learner's experiences, and
- narratives where setting (place) is: obvious and singular
- narratives where plot includes: clear sequence (beginning, middle, end), action, and
- narratives where ideas / content / vocabulary / theme: are grade appropriate

***suggested** narrative texts include: sculptures, dances, fairy tales, narrative poems, songs, ...*

**sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional*

2.2.1 d. *Explores a variety of expository texts*

****required** expository texts to **explore** in Kindergarten:*

- alphabet books
- number books
- simple predictable informational books
- environmental print (signs, packages, labels, advertising, logos, etc.)
- charts, pictographs
- visual schedules
- morning message
- lists (names, phone numbers)
- web sites
- catalogues

Connect Self, Texts, and Culture (2.2.2), Access Information (3.2.3), and Appreciate Diversity (5.2.2)

pictures, illustrations, props (airline tickets, menus, appointment cards, prescriptions, ...), charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, telephone book entries, learning logs, calendars, pictionaries, thank you notes, invitations, notes, cards, postcards, letters (to family, to friends, ...), book reports (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures, ...), ...

Digital texts examples:

web sites, digitized texts (books that have been scanned or adapted for use on the computer), slide shows,

2.2.1 e. *Explores a variety poetic texts*

**for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)*

****required** poetic texts to **explore** in Kindergarten:*

poems with:

-lots of repetition (refrain, lines, phrases),

-strong rhythm,

-rhyming patterns, and

-some simple figurative language (vocabulary often includes onomatopoeia (sounds), alliteration)

****suggested Kindergarten** poetic texts include: tongue twisters (alliteration), chants, rhymes, rounds, jump rope rhymes, jingles, nursery rhymes, pictures, visual representations, songs, ...*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.2 Kindergarten

Respond to Texts

Respond to texts creatively and critically

***the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)**

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Respond to Various Texts

General Example(s)

**Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging

*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...

Specific Outcome Links

•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.2.2 a. *Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning*

**it is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

**the distinction between grade levels is the depth of the response*

**responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, etc.*

•See Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), Word Choice & Artistry of Texts (2.3.3)

Knowledge may say: "We need three people for our puppet play because there are three in the story that we read."

Comprehension may say: "I learned that it is important to share food, from the story that the Elder told about the hunting trip."

Application may say: "We made a puppet play of the story to show our parents."

Analysis may say: "I drew and wrote how sad I was at the end of the movie, in my journal."

Synthesis may say: "Our play is about sharing, just like the Elder's story was about sharing, but we don't go hunting, we just share our lunches."

Evaluation may say: "I didn't like the sad parts of the story and so it is not my favourite. Maybe it would be better if at the end, ..."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.3 Kindergarten

Respond to Texts

Tell about personal connections with texts (oral, print, and other media) from various communities

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, and applying

Connect Self, Texts, and Culture

General Example(s)

**discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions

*cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.2.3 a. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

2.2.3 b. *Begins to tell about personal connections with characters in narrative texts (oral, print, and other media) from various communities and cultures*

**connecting self to text to world*

May say, "My family doesn't eat caribou like they do in the story we read. We only have moose." "My grandpa always talks about his hunting trips, just like when we sing "Going On a Bear Hunt"."

2.2.3 c. *Begins to tell about personal connections with informational and / or poetic texts (oral, print, and other media) from various communities and cultures*

**information is embedded in narrative, expository, and poetic texts*

**connecting self to text to world*

May say, "That bear in the pamphlet is just like the bear we saw at Cameron Falls last spring."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.1 Kindergarten

Understand Forms and Techniques

Talk about what is realistic and imaginary in a variety of forms and genres of texts

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Forms and Genres

General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.3.1 a. *Talks about the differences between what is realistic and imaginary in oral, print, and other media texts*

oral: May say, "The wildlife officer showed us a real bear skin. It is not blue like Balou's in the Jungle Book movie."

print: May say, "In this book bears have dens and eat fish, not porridge like in The Three Bears book."

media: May say, "Real bears don't look the same as cartoon bears; they are scary, they don't wear clothes and they don't live in a house."

2.3.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.3.1 c. *Begins to talk about the different forms and genres of texts*

May say, "This is a poem because it sounds like music when we say it." "This is a fairy tale; it starts with 'Once Upon A Time'." "Her letter to Santa has a list in it."

2.3.1 d. *Begins to talk about audience in relation to a form or genre*

May say, "This letter was for all the kids in the class; we are all invited."

2.3.1 e. *Begins to talk about purpose in relation to a form or genre*

May say, "The letter was to invite us to the show."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.2 Kindergarten

Understand Forms and Techniques

Listen, read, and view to experience the techniques and elements of texts

*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

Elements of Text

Specific Outcome Links

•see Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

**grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT-ELA Support Documents

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.3.2 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.3.2 b. *Begins to talk about elements of narrative texts*

in Kindergarten, narrative elements that develop a sense of story include:

- beginning, middle, end*
- characters*
- imagery*

2.3.2 c. *Begins to talk about elements of expository texts*

in Kindergarten, expository elements include:

- content (topic and related information)*
- imagery*

See Access Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

2.3.2 d. *Begins to talk about elements of poetic texts to explore their effectiveness*

in Kindergarten, poetic elements include:

- *description (senses),*
- *rhyme,*
- *repetition,*
- *onomatopoeia (sounds), and*
- *alliteration (tongue twisters)*
- *imagery*

2.3.2 e. *Begins to talk about techniques used to support texts (narrative, expository, poetic)*

in Kindergarten, techniques include:

- *type size,*
- *photographs,*
- *illustrations,*
- *colour,*
- *colour coded words,*
- *book covers,*
- *music / sounds,*
- *volume*

May say, "Mortimer's family is very angry; look at the big letters!"

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.3 Kindergarten

Understand Forms and Techniques

Talk about vocabulary and language used by authors from a variety of oral, print, and other media texts

*using texts with an appropriate complexity of content and sophistication of style

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Word Choice and Artistry of Texts

General Example(s)

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (Semantic 2.1.5), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Texts (2.3.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

2.3.3 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.3.3 b. *Begins to ask and answer questions about new vocabulary*
May comment on or repeat unusual language.

2.3.3 c. *Begins to respond to the sounds, images, or rhythms created through effective word choice (oral, print, and other media texts)*

**exploring descriptive and figurative language*

chants, nursery rhymes, dances, poems, sensory poems, stories, puppetry, songs, refrains, choruses, dramatizations, drawings, paintings, scribble writings, journal entries, captions, centre activities, descriptions, qualifiers, ...

May respond physically to rhythmic language: repeating, clapping, skipping, marching, dancing, tapping, using rhythm instruments, doing finger plays; chanting jingles, tongue twisters, skipping songs, or rhymes; singing, ...

May respond artistically to creative language: drawing, illustrating, modeling, sculpting, inventing, painting, sewing, building, ...

2.3.3 d. *Begins to talk about how an author expresses his / her voice in oral print, and other media texts, with guidance*

***Developing an awareness of voice involves exploring how an author approaches a topic on an individual, expressive, and engaging level. The reader must ask:*

- 1. How does the author speak directly to the reader on an emotional level?*
- 2. How does the author experiment with style to match the purpose and intended audience?*
- 3. How does the author take risks to reveal the person behind the words?*

in Kindergarten developing an awareness of voice in text typically involves:

- responding to feelings in texts read aloud or viewed*
- dramatizing familiar texts expressively*
- taking on characters in improvisations / puppet plays*
- understanding that bolded or coloured text represents strong feelings, or importance*
- talking about adjectives or adverbs in texts*

General Outcome 3

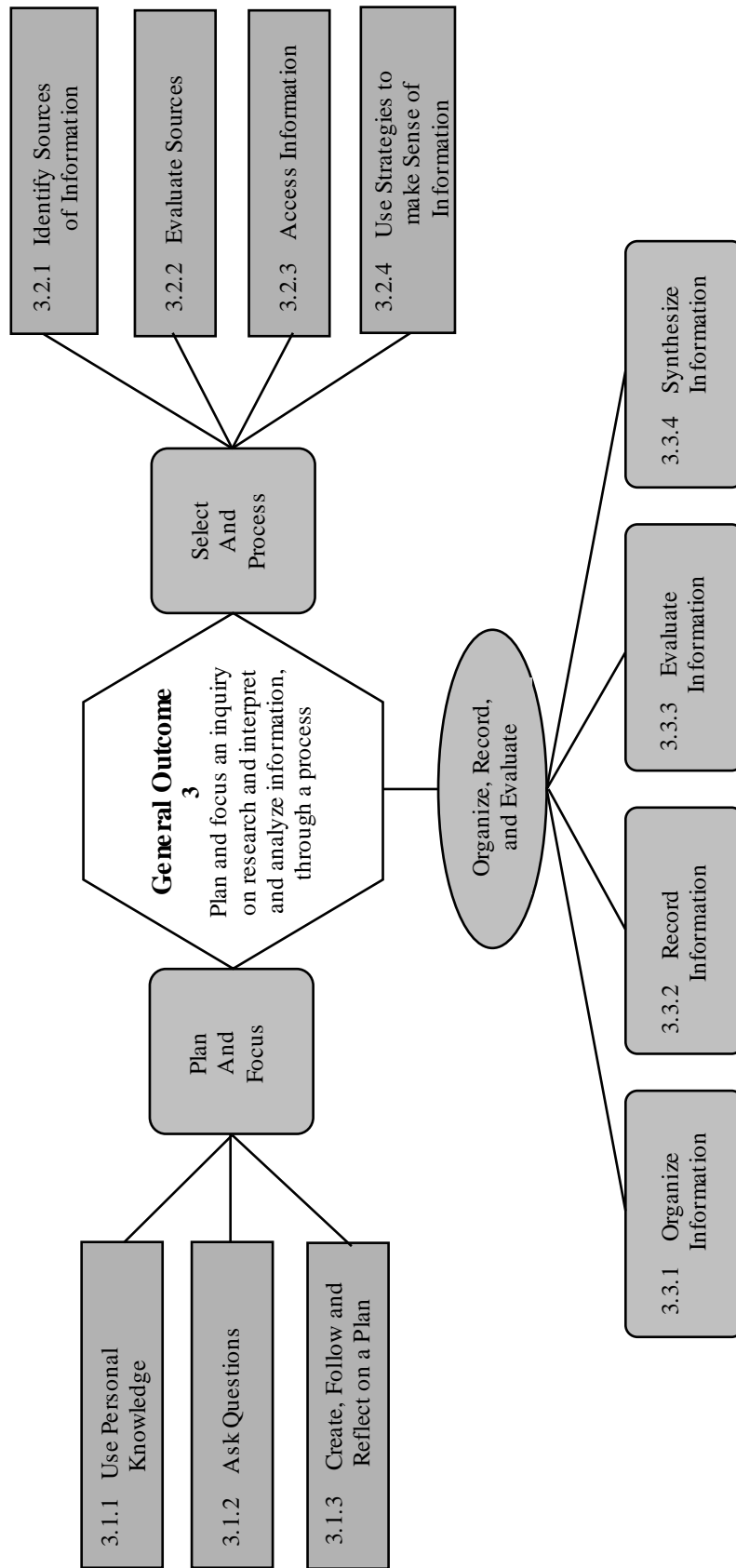


Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning, inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.1 Kindergarten

Plan and Focus	Use Personal Knowledge
Discuss personal knowledge of a topic in own and group inquiry	General Example(s) •Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, brainstorming sessions, sharing circles, Think-Pair-Share (TPS), picture and word splashes, daily news charts science discovery tables, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.1.1 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.1 b. *Begins to talk about personal knowledge and experiences of topic being discussed through oral, print, and other media texts*

May say, "I drew the bear that my Dad shot. It is a brown bear, but the one in our story is a polar bear." "Yesterday we were looking at those bear pictures, well, I have a story to tell about when my Dad shot a bear."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.2 Kindergarten

Plan and Focus	Ask Questions
Ask questions to satisfy personal curiosity and information needs in own and group inquiry	General Example(s) •Conversations, brainstorming, prompted questions, think-alouds, peer and teacher conferences, classroom question box, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.1.2 a. **** *Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

3.1.2 b. *Begins to ask questions to satisfy curiosity*

3.1.2 c. *Begins to asks questions to satisfy information needs*

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.3 Kindergarten

Plan and Focus	Create , Follow, and Reflect on a Plan
Choose different ways to gather information and ideas for own and group inquiry	General Example(s) Questions, books (narrative text, expository texts), environmental print, experts, peers, TV, library, experiments, field trips, ... Specific Outcome Links See Ask Questions (3.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.1.3 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.3 b. *Begins to experiment with a variety of ways to gather information and ideas, through guided practice*
Conversations, group, class and partner research, picture cues, ...

strategies: brainstorming, discussing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assesing, visualizing, ...

3.1.3 c. *Begins to experiment with a variety of ways to record information, through guided practice*

Diagrams, scribbles, letters, key words, lists, cut and paste illustrations,

graphic organizers: journals, lists, pictographs, picture maps, T-charts, ...

3.1.3 d. *Begins to make a plan for an inquiry*

an inquiry: guided research and a representation

Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, ...

May say, "When we find out where beavers live, we will build a dam like theirs."

3.1.3 e. *Begins to talk about the connection between form of expression, purpose, and audience*

experience chart stories, photo collections, pictures and videos of shared class experiences, string/hand games, dancing, painting, role playing, letters to thank the Co-op, taking orders at the restaurant centre, making appointments at the hairdressing centre, preparing a skit/song for an assembly,...

identifying an audience, setting a purpose, linking a form of expression, ...

May say, "We could draw a poster to invite our families to our party or we could send out e-mails."

See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.1 Kindergarten

Select and Process

Identify self and others as sources of information

Identify Sources of Information

General Example(s)

•Conversations, brainstorm sessions, dramatizations, draw and discuss, sketch and share, show and tell presentations, sharing circles, Think-Pair-Share (TPS), reading circles, centres, ...

•People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.2.1 a. *Shares information and ideas on a topic*

3.2.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.1 c. *Begins to seek information, on a topic, from oral, print, and / or media sources*

May say, "Can you show me where you found the picture of the spider?" "Where do spiders live? What do they eat?"

3.2.1 d. *Begins to ask others for information*

People, peers, family, community members, elders, experts, teachers, librarians, authors, editors, picture books, concept books, photographs, illustrations, Internet sites, videos, TV, audio tapes, CD Roms, field trips, interviews, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.2 Kindergarten

Select and Process

Compare gathered ideas and information to personal knowledge

Evaluate Sources

General Example(s)

•Think-Pair-Share (TPS), conversations, t-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.2.2 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.2 b. *Begins to talk about the connection between personal knowledge and new information*

May say, "My dog had pups and they are so cute. They are not like their mom. They don't feed from the bowl, they drink from her; they pee inside; and they wobble when they try to walk."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.3 Kindergarten

Select and Process

Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information

Access Information

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.2.3 a. *Uses references to access information*

See Spelling (4.3.2)

calendar, alphabet, number line, labels, learning centers, ...

3.2.3 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.3 c. *Begins to use visual cues to access information*

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, illustrated directions, films, videos, picture books, picture file, icons, objects, artifacts, photographs, Internet sites, videos, television, CD Roms, observations, ...

3.2.3 d. *Begins to use auditory cues to access information*

sounds, music, words, noises, conversations, audio tapes, listening centre, interviews, television, CD Rom, videos, ...

3.2.3 e. *Begins to use the computer to access information*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.4 Kindergarten

Select and Process

Ask questions and use prior knowledge to make sense of information

Use Strategies to Make Sense of Information

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.2.4 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.4 b. *Begins to ask questions to make sense of information (oral, print, and media text)*
May say: "How do ... ?"; "Why does..?"

3.2.4 c. *Begins to talk about the connections between prior knowledge/personal experiences and new information (oral, print, and media text)*
May say, "That's like" "That's different from" "It sounds like" "It looks like ..." ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.1 Kindergarten

Organize, Record, and Evaluate

Categorize objects and pictures according to visual similarities and differences

Organize Information

General Example(s)

strategies: brainstorming, discussing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.3.1 a. *Sorts concrete objects and pictures according to similarities and differences*

conversations, pictographs, T-charts, labels, sorting trays and mats, physical graphs, picture sorts, ...

May say, "These are all red; these are blue; and these are purple." "We put all the vehicles together and then made groups of those that are made to go in water, those that fly, and those that we drive on the road."

•May use: positional and comparative terms [such as same/different, larger/smaller, in front of, behind, beside, on top...] and common descriptors and patterns [such as colours, size, shape...], ...

3.3.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.1 c. *Begins to represent similarities and differences*

conversations, pictographs, lists, T-charts, labels, sorting trays and mats, picture sorts, journals, illustrations, sculptures, dramatizations, ...

May say: "In our class, there are more boys than girls."; "We made a pattern with round and square beads."; "Our painting shows the tall plants and the short ones."; "These all make loud noises and these are all quiet."

3.3.1 d. *Begins to use graphic organizers through guided practice*

graphic organizers: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, ...

May say, "In our talk, we listed all of the people we should invite to our party and this is the list of pictures of the groceries we want to buy for our store." "I made a map of our center; it is like a treasure map." "I sorted the food I like in this part and on this side I put all the food I don't like."

***See Specific Outcome for list of possible strategies*

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.2 Kindergarten

Organize, Record, and Evaluate

Record Information

Represent and share information and ideas; compose with a scribe

Specific Outcome Links

Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.3.2 a. *Talks about information and ideas related to a topic*

3.3.2 b. *Represents / records information and ideas related to a topic*

illustrations, sculptures, role-plays, dramatizations, dances, lists, songs, chants, journal entries, stories, labels, poems, orchestrations, ...

graphic organizers: journals, lists, pictographs, picture maps, T-charts, ...

***When representing, graphic organizers may or may not be used*

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.3 Kindergarten

Organize, Record, and Evaluate

Indicate whether or not information is useful for answering questions

Evaluate Information

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.3.3 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.3 b. *Begins to talk about information in relation to a question*
conversations, brainstorming sessions, think alouds, sharing circles, conferences, Think-Pair-Share (TPS), ...

3.3.3 c. *Begins to evaluate usefulness of information*
conversations, brainstorming sessions, think alouds, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.4 Kindergarten

Organize, Record, and Evaluate

Synthesize Information

Share learning and information-gathering experiences

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

3.3.4 a. *Talks about the information-gathering experience*

May say: "I liked getting information from pictures." "We used the water center to figure out which things would float." "If we use the blocks we could see how bridges work."

3.3.4 b. *Shares ideas and information about topics explored*

May say: "When the puck goes in the net, it's a goal!"



Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

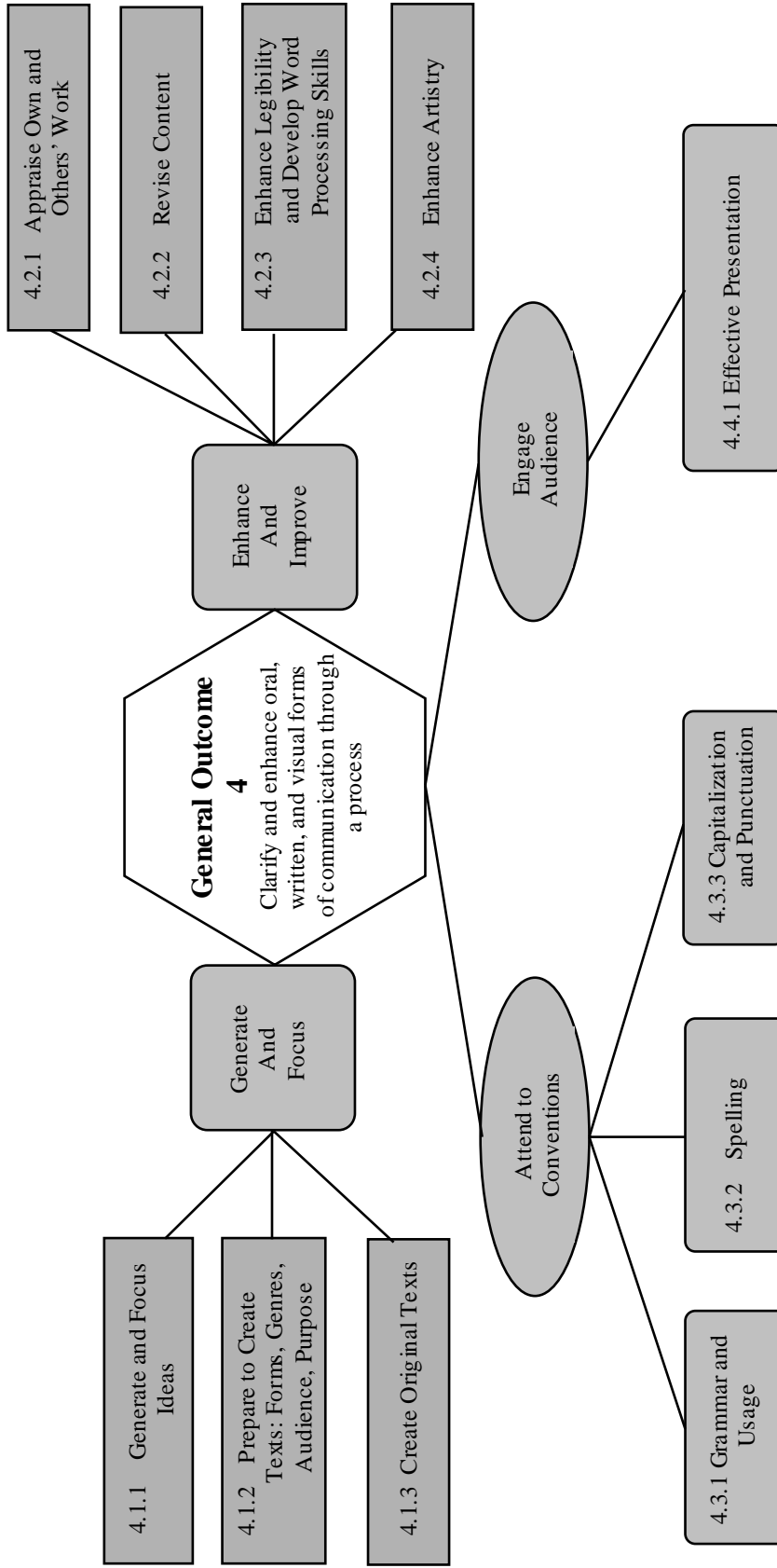
Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use

language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Writing process stages include: drafting, writing, revising, editing, and publishing



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.1 Kindergarten

Generate and Focus

Generate and focus ideas on a topic, using a variety of strategies

Generate and Focus Ideas

General Example(s)

idea generating strategies may include: brainstorming, discussing, retelling/recalling, journaling, comparing and contrasting, connecting/linking, planning, visualizing, painting, sculpting, dancing, singing, illustrating, writing, exploring, questioning, viewing, graphing, ...

Specific Outcome Links

see Express Ideas & Consider Others' Ideas (1.1.1), Prior Knowledge & Connections (2.1.1), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Work in Groups (5.1.1)

*see Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3) for types of narrative, expository, poetic, and persuasive texts, at each grade level. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents

*graphic organizers or organizational strategies may be used to focus the topic; see Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

4.1.1 a. *Talks and draws about personal experiences and ideas on a topic in an oral, print, or other media text*

**the distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style and using appropriate strategies*

**In developing ideas for representations, other sources of information naturally shape one's thinking
conversations, sharing circles, centres, book talks, inquiries, improvisations, ...*

May draw to record: think, pair-sketch, lists, illustrating class-created books, making wordless picture books, class books, journals, paintings, labels, ...

May say: "Teacher, could you write the muffin recipe so that we can take it home. Then we could show our Moms and Dads what we did with the berries we picked on our trip."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.2 Kindergarten

Generate and Focus

Prepare to create by talking about experiences, information, and ideas, forms, audience, and purpose

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Prepare to Create Texts: Forms, Genres, Audience, Purpose

General Example(s)

See Create Original Texts (4.1.3) for examples of narrative, expository, and poetic texts. Also see Examples of Forms of Expressive Language in NWT ELA Support Documents.

Specific Outcome Links

•See Express Preferences (1.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), and Create Original Texts (4.1.3).

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

4.1.2 a. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

4.1.2 b. *Begins to experiment with forms to express and / or record feelings, experiences, events, thoughts, ideas, or information*

**keep in mind that audience and purpose determine form*

May model: "I like Bugs", "Bad News, Good News", "Down by the Bay", or "Brown Bear, Brown Bear"

May say, "Let's do puppet play about bike safety. We could do it just like a bike rodeo." "We invented a new way of singing, "Teddy Bear, Teddy Bear Turn Around. Instead we sing, "Polar Bear, Polar Bear Turn Around" for our show."

4.1.2 c. *Begins to sequence and / or categorize pictures*

**organizational structures include: beginning-middle-end (sequence) or first-then*

**May use graphic organizers (visual displays of ideas and information)*

conversations, dramatization, puppetry, book talks, predictable books, think-pair-sketch, lists, illustrating class-created books, shared writing, making wordless picture books, class books, journals, paintings, labels, lists, data collections, picture splash, photo albums, ...

See Combine Ideas and Develop Understanding (1.2.1), Text Features (2.1.3), Organize Information (3.3.1) for possible strategies, and Create Original Texts (4.1.3)

graphic organizers: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, ...

4.1.2 d. *Begins to talk about audience when creating texts (oral, print, and other media)*

May say, "I picked this book at the library because it has lots of pictures for me to read. My Mom's books only have words because she is a big person."; "I am making a card for my..."

4.1.2 e. *Begins to talk about purpose when creating texts (oral, print, and other media)*

May say, "We wrote a thank you letter for helping us with cooking and making our recipe book." "We made a shopping list in the COOP centre."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.3 Kindergarten

Generate and Focus

Create original texts (oral, print, and other media)

**Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Create Original Texts

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Text (2.3.2), and Prepare to Create Texts: Forms, Genres, Audience and Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

4.1.3 a. *Creates original narrative texts (oral, print, and other media) applying familiar narrative forms*

see Experience Various Texts (2.2.1)

The writer creates forms that **are not parallel to those he/she reads.*

**Created text in Kindergarten is often oral or pictorial. Scribbling; copying environmental print, names, and random letters; and labelling are early forms of written expression in Kindergarten.*

pictures, illustrations, sculptures, dances, video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, stories, fairy tales, ...

see Elements of Text (2.3.2)

4.1.3 b. *Creates original expository texts (oral, print, and other media) applying familiar expository forms*

see Experience Various Texts (2.2.1)

The writer creates forms that **are not parallel to those he/she reads.*

****Created text in Kindergarten is often oral or pictorial. Scribbling; copying environmental print, names, and random letters; and labelling are early forms of written expression in Kindergarten.***

pictures, illustrations, props (airline tickets, menus, appointment cards, prescriptions, ...), charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, telephone book entries, learning logs, calendars, pictionaries, thank you notes, invitations, notes, cards, postcards, letters (to family, to friends, ...), book reports (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures, ...), ...

see Elements of Text (2.3.2)

4.1.3 c. *Creates original poetic texts (oral, print, and other media) applying familiar expository forms*

see Experience Various Texts (2.2.1)

**The writer creates forms that are not parallel to those he/she reads.*

****Created text in Kindergarten is often oral or pictorial. Scribbling; copying environmental print, names, and random letters; and labelling are early forms of written expression in Kindergarten.***

pictures, visual representations, list poems, modeled patterns, modeled songs, chants, rhymes, ...

see Elements of Text (2.3.2)

4.1.3 d. ***** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

4.1.3 e. *Begins to create texts with a computer / computer program*

See Enhance Legibility and Develop Word Processing Skills (4.2.3)

narrative, expository, poetic (see previous outcomes)

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.1 Kindergarten

Enhance and Improve

Demonstrate interest in own and others' texts and representations

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Appraise Own and Others' Work

Specific Outcome Links

Techniques and Elements: the measurable learning outcomes, that distinguish the grade levels, are found in Elements of Text (2.3.2)

Content encompasses **detail, information, topic, audience and purpose**. The measurable learning outcomes are found in many Specific Outcomes.

The measurable learning outcomes, that distinguish the grade levels,

-for **details and / or information**, are found in Combine Ideas and Develop Understanding (1.2.1), Elements of Text (2.3.2), Connect Self, Text, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Record Information (3.3.2)

-for **topic**, are found in Text Features (2.1.3), Elements of Text (2.3.2), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Synthesize Information (3.3.4), and Record Information (3.3.2)

-for **audience and purpose**, are found in Cueing Systems - Pragmatic (2.1.7), Forms and Genres (2.3.1), Create, Follow, and Reflect on a Plan (3.1.3), Use Language to Show Respect (5.1.2), and Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

- 4.2.1 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.2.1 b. *Begins to talk about own and others' texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content conversations, peer and teacher conferences, writing process, sharing circle, author's chair, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...*

Content

May say, "How come you put a dog on this page?" "Your princess needs a name."

Techniques and Elements

May say: "I put a moon because it's night." "I made squiggly lines around her to show she's running away."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.2 Kindergarten

Enhance and Improve

Explain ideas verbally

Revise Content

General Example(s)

conversations, partner talk, knee-to-knee & eye-to-eye...

**Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts

Specific Outcome Links

see Word Choice & Artistry of Text (2.3.3), Create Original Texts (4.1.3), Appraise Own and Others' Work (4.2.1), Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

4.2.2 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.2.2 b. *Begins to explain ideas verbally, to clarify or extend ideas by adding detail*
See Word Choice and Artistry of Texts (2.3.3) and Enhance Artistry (4.2.4)

May say: "This is me and my mom. We're at church. I should draw the benches, too."

4.2.2 c. *Begins to revise content using a personal revision process*

- by adding details to the pictures
- by adding some words (approximated spellings) and labels to pictures

conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...

May say, "My tooth came out. Here's my picture. I could draw an arrow to where the hole is now!"; " I added some red in my painting where the hunter shot his caribou."; "This is my family. I'm going to write their names now."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.3 Kindergarten

Enhance and Improve

Form recognizable letters and begin to use a computer

*it is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences

Enhance Legibility and Develop Word Processing Skills

Specific Outcome Links

see Access Information (3.2.3), Creates Original Texts (4.1.3), Spelling (4.3.2), and Effective Presentation (4.4.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

4.2.3 a. *Forms some recognizable letters and numbers in multiple media*

through large and fine motor activities, plays with letters and numbers in: centres, sand, plasticine, dough, mud, magnetic letters and numbers, dominoes, calculators, paint, paper, pencil, cut and paste, ...

4.2.3 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.2.3 c. *Begins to use the keyboard and a word processing program*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

- uses some letter and number keys*
 - plays with paint tools*
 - plays with drawing tools*
 - uses directional arrow keys*
-

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.4 Kindergarten

Enhance and Improve

Experiment with language to create desired effect in oral, print, and other media text

*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (oral, print, or other media)

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: drafting, writing, revising, editing, and publishing

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Enhance Artistry

General Example(s)

*it is important to note that language can be enhanced in all types of representations: oral, print, or other media representations

Specific Outcome Links

Experience Various Texts (2.2.1), Word Choice & Artistry of Texts (2.3.3), and Revise Content (4.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

4.2.4 a. *Responds with one-word descriptors when asked about personal representations*

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Revise Content (4.2.2)

May say, "It was red." "I should add 'squeak' beside my mouse." "He really shouted."

4.2.4 b. *Uses a variety of simple sentence patterns when talking*

4.2.4 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.2.4 d. *Begins to play with repetition, rhyme, and rhythm of language*

Development of phonological awareness (the awareness of individual sounds in words, and words in sentences) is a critical component of literacy development. Phonological awareness is necessary to make sense of phonics instruction and to effectively use phonological strategies when reading and writing.

Students need to develop awareness of :

- *individual words in sentences*
- *individual sounds in words*
- *rhyming words*
- *syllables (parts of words)*
- *words that start or end with the same sound*
- *segmenting and blending simple words*
- *changing one sound for another to create a new word*

see Curing Systems - Graphophonic (2.1.4)

clapping, chanting, marching, dancing, music, song, tongue twisters, rhymes, alliteration, action songs, read alongs, word plays, skipping rhymes, finger plays, ...

4.2.4 e. *Begins to use a voice that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (in oral, print, and other media text)*

***In developing an awareness of voice the writer must ask:*

- 1. How do I speak directly to my audience on an emotional level?*
- 2. How do I experiment with style to match the purpose and intended audience?*
- 3. How do I take risks to reveal myself to my audience?*

In Kindergarten developing an awareness of voice in text typically involves:

- ***writing that is individual and similar to peers' writing***
- ***communicates feeling with bold lines and colours***
- ***expresses voice in dictation***
- ***taking on characters in improvisations / puppet plays***

May say: "I am going to be the big bad wolf in our play. I can growl and show my teeth."; "I am mad. See my angry eyes here?"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.1 Kindergarten

Attend to Conventions

Demonstrate a sense of sentence or completeness of an idea

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Grammar and Usage

Specific Outcome Links

•See Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), Enhance Artistry (4.2.4), Spelling (4.3.2), and Capitalization and Punctuation (4.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

4.3.1 a. *Demonstrates a sense of sentence or completeness of an idea*

May scribble or invent spelling for, "Look, this time I put hair on everybody's head and I even put earrings on the girls' ears."; "I put "Vietnamese Fighting Fish" not just "fish" under my painting."; "In my journal, I wrote, "We are had lots of visitors for Christmas."; "In the sandbox, we made our whole community, we even put the stop signs in and the garbage cans."

4.3.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.3.1 c. *Begins to use complete sentences when it is appropriate*

**Daily use of language may not require complete sentences.*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

May say, "I mean, 'My Mom made mittens.'"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.2 Kindergarten

Attend to Conventions

Connect sounds with some letters when writing

*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.

*Speaking vocabulary is ahead of the knowledge of conventional spelling. It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary be used instead of words that one can spell correctly.

*Emergent Spelling Stage: begin to write strings of letters or letter-like figures, but there is no connection between the letters written and sounds. In this stage, students are not yet reading.

*Semiphonetic Stage: words begin to be represented by a letter or two. This stage indicates the child is beginning to understand letter-sound relationships and knows the consonant letters which represent some sounds.

*keep in mind Canadian spelling conventions

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

Spelling

Specific Outcome Links

•see Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5), and Grammar and Usage (4.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

4.3.2 a. *Writes own name*

4.3.2 b. *Connects some sounds to letters when writing*

Some initial consonant sounds

4.3.2 c. *Copies environmental print and words of personal significance*

labels, colours, theme words, word walls, days of the week, months of the year, book titles, favorite foods, favorite TV shows / movies, personal name, names of pets / father / mother / friends / siblings, song lyrics / words, highlighted words in interactive software, ...

4.3.2 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.3.2 e. *Begins to use approximated spelling when writing*
may include: experimenting with temporary spelling, copying letters, single letters, strings of letters, ...

4.3.2 f. *Begins to use spelling strategies*
spelling strategies may include: Interactive Writing, references (alphabet, number line, labels, familiar environmental print, word walls, pictionaries), Ask Someone, ...

4.3.2 g. *Begins to use spelling references*
references may include: alphabet, number line, labels, familiar environmental print, word walls, pictionaries, ...

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.3 Kindergarten

Attend to Conventions

Use some capital letters and capitalize own name

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Capitalization and Punctuation

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...

Specific Outcome Links

•See Text Features (2.1.3) and Cueing Systems (Semantic 2.1.5, Syntactic 2.1.6)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

4.3.3 a. *Uses some upper and some lower case letters in personal representations*

4.3.3 b. *Applies rules for capitalization in personal representations*

- first letter of own name

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.4.1 Kindergarten

Engage Audience

Talk about enhancing a presentation of text (oral, print, and media)

*keep in mind, the purpose of enhancement is to better engage the audience (attract and sustain)

*presentations require planning and time for supported/scaffolded rehearsal

Effective Presentation

General Example(s)

*presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, textual, multimedia, computer-generated, ... (see Examples of Forms of Expressive Language in NWT-ELA Support documents for further suggestions)

Specific Outcome Links

• Elements of Text (2.3.2), Word Choice & Artistry of Texts (2.3.3), Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

4.4.1 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.4.1 b. *Begins to talk about possible ways to enhance presentation of texts (oral, print, and media), with guidance*

- illustrations,
- colour,
- music / sounds, and
- words (approximated spelling)

May say, "If we play scary music, the kids will know it's Halloween." "Maybe I should put a picture of my real cat in my story, then everybody will know what he looks like." "I put the word "fish" under my painting, because I got a fish yesterday and now it is chasing the other fish in our aquarium."

4.4.1 c. *Begins to engage (attracts and sustains) the audience*

***suggested** ways to engage (attract and sustain) an audience include:

- speaks with a clear voice
 - faces the audience
 - understands the purpose for the presentation
-



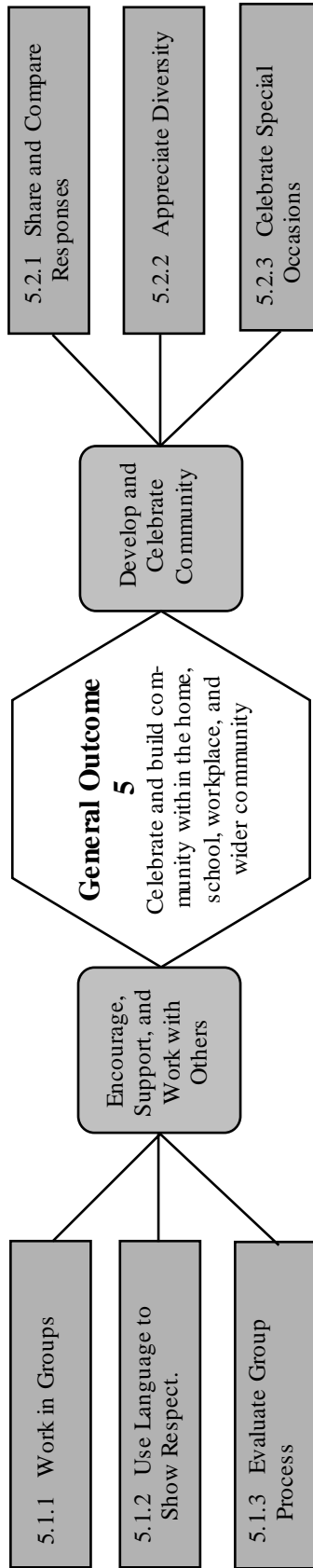
Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school

communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.1 Kindergarten

Encourage, Support and Work with Others

Work in partnerships by taking turns, sharing ideas, and following directions

**Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.

Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- participation (following directions, following procedures)
- decision making (solving problems, resolving conflicts)
- role fulfillment (accepting responsibility)

Work in Groups

General Example(s)

•cooperative learning centres, cooperative games and activities, sharing circles, exploratory talks, experiments, shared writing, shared reading, ...

Specific Outcome Links

•See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

5.1.1 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.1.1 b. *Begins to follow pre-established group processes when collaborating with a peer to accomplish a task*

***variety of partnerships and groups may be self-selected or assigned*

appropriate group processes in Kindergarten include:

- *taking turns*
- *listening*
- *sharing ideas and information*
- *following directions*

see 5.1.3 (Evaluate Group Process) for details of categories of group processes: communication, participation, decision making, and role fulfillment

5.1.1 c. *Begins to accept responsibility for a task and corresponding role in small group activities*

***roles may be assigned by the individuals, the groups, or the teacher*

activity centers, play, assigned tasks, dramatizations, ...

tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...

roles may include: illustrator, speaker, recorder, ...

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.2 Kindergarten

Encourage, Support and Work with Others

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

Use Language to Show Respect

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

5.1.2 a. *Speaks and listens / views respectfully*

****appropriate*** in Kindergarten:

- *staying in one place*
 - *keeping respectful silence*
 - *keeping hands to self*
 - *accepting different communicative patterns and languages*
 - *sitting in close proximity to the speaker/presentation*
 - *focusing on presentation or speaker*
 - *using courteous, respectful language (word choice, tone)*
-

5.1.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.1.2 c. *Begins to adjust language to fit the context (audience, purpose, and situation)*

volume, tone, situation, rate of speech, ...

Language Register: home, playground, classroom, land, community settings, ...

peers, staff, family, guests, Elders, ...

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.3 Kindergarten

Encourage, Support and Work with Others

Find ways to be helpful to others

Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- participation (following directions, following procedures)
- decision making (solving problems, resolving conflicts)
- role fulfillment (accepting responsibility)

Evaluate Group Process

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, writing, communicating, reflecting, using and giving feedback, establishing criteria, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

5.1.3 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.1.3 b. *Begins to talk about group processes*

May say, "When we work with our partner, we have to take turns and listen." "We need to share the books." "If we can't get along, we have to ..."

5.1.3 c. *Begins to reflect on personal behaviours and / or learning style*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth. conversations, sharing circles, happy / sad face reflection activities, expository talk, Think-Pair-Share (TPS), ...*

May say: "I don't like working at this table near the sand box; it is too noisy." "I like working with a friend." "On my happy face/feelings sheet, I circled only one happy face because ..."

5.1.3 d. *Begins to reflect on personal behaviors that contribute to group success*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

May say, "I need to remember to put my hand up when I have something to say." "I forgot to listen and now I am mixed up." "We didn't do our job today, we did a lot of arguing."

5.1.3 e. *Begins to offer positive feedback to a peer about group processes*

May say, "I liked the way we coloured our poster."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.1 Kindergarten

Develop and Celebrate Community

Tell and draw stories about self and family

Share and Compare Responses

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

5.2.1 a. *Chooses to draw and tell stories about self and family*

dramatizations, centers, puppets, circles, conversations, portraits, collages, books, journals, paintings, carvings, ...

5.2.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.2.1 c. *Begins to write/represent about self and family*

illustrations, paintings, scribbles, approximated spellings, strings of letters, names, ...

5.2.1 d. *Begins to recognize differences and similarities*

hair colour, family sizes, family structures, ...

circle talks, conversations, pictographs, illustrations, presentations, ...

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.2 Kindergarten

Develop and Celebrate Community

Respect self and others

**It is important to create an open atmosphere in the classroom community that is respectful of diversity.

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...

Appreciate Diversity

General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, ...

**Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...

Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

5.2.2 a. *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

5.2.2 b. *Expresses own identity through gifts, talents, and strengths, and feelings or ideas*

**examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.*

May say, "My name was my Grandmother's name. It is important to me."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.3 Kindergarten

Develop and Celebrate Community

Contribute to the classroom community

**Be sensitive to cultural differences in celebrating cultural occasions and achievements

Celebrate Special Occasions

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Kindergarten the student...

5.2.3 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.2.3 b. *Begins to participate in classroom celebrations*

birthdays, Christmas, spring, fall, return of the sun, concerts, accomplishments, weddings, births, deaths, role plays, dramatizations, recitals, readings, gallery walks, parties, ...

May say, "We should play a game ... have juice ... clap ... go outside ... "

5.2.3 c. *Begins to choose to contribute to individual and class representations*

conversations, rhymes, rhythms, symbols, pictures, poetry recitals, readers' theatre, dramatizations, songs, dances, puppet plays, readings, classroom and student-centered stories, predictable stories, pattern books, ...

5.2.3 d. *Begins to acknowledge personal accomplishments and strengths in the classroom community*
