

# EMERGENT (K - 1) ENGLISH LANGUAGE ARTS OUTCOMES: YEARLY PLANNING CHART

Students will be expected to ...

SPEAKING AND LISTENING	<b>GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</b>		
	1.1 express feelings and give simple descriptions of past experiences	1.2 begin to ask and respond to questions, seeking information (Who? What? Why? Where? When?)	1.3 express opinions (I like...; I don't like...)
	<b>GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically</b>		
	2.1 participate in conversation and in small and whole group discussion	2.2 begin to use gestures and tone to convey meaning	2.3 respond to and give simple directions or instructions
	<b>GCO 3: Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose</b>		
	3.1 demonstrate that they are becoming aware of social conventions in group work and co-operative play	3.2 develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people	
	3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations		
	<b>GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts</b>		
	4.1 regard reading/viewing as sources of interest, enjoyment, and information	4.2 understand basic concepts of print including directionality, word, space, letter, and sound	4.3 select, with teacher assistance, texts appropriate to their interests and learning needs
	4.4 engage in reading or reading-like behaviour as they experience a variety of literature		
READING AND VIEWING	4.5 use, with support, the various cueing systems and a variety of strategies to construct meaning from text - use meaning cues (personal experiences, context, picture cues) to predict, confirm, self-correct - use knowledge of oral language patterns (syntax) to predict, confirm, self-correct - begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants) - begin to match one-to-one spoken to printed word - begin to recognize some high frequency sight words		
	<b>GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies</b>		
	5.1 with assistance, interact with a variety of simple texts (e.g., pictures, computer software, videotapes, non-fiction) as well as human and community resources		
	<b>GCO 6: Students will be expected to respond personally to a range of texts</b>		
	6.1 respond personally to texts in a variety of ways	6.2 express opinions about texts and the work of authors and illustrators	
<b>GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre</b>			
7.1 recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)	7.2 recognize some basic components of texts such as author, illustrator, and title		
7.3 begin to ask questions of text	7.4 begin to develop an understanding and respect for diversity		

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Students will be expected to ...

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

8.1 understand that print carries a message

8.2 use writing and other forms of representing to convey meaning (communication messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)

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

9.1 create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)

9.2 demonstrate some awareness of audience and purpose

9.3 begin to consider their readers'/ listeners'/ viewers' questions, comments about their work

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

10.1 begin to develop strategies for prewriting, drafting, revising, editing, and presenting e.g.,  
 - use drawing and talking as a way to rehearse writing  
 - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)  
 confer with others, respond orally to comments, and begin to add on (simple revision strategies)  
 - use simple editing

10.2 use some conventions of written language  
 - use drawings, letters, and approximations to record meaning  
 - develop the concept of directionality (left to right; top to bottom)  
 - establish one-to-one correspondence between spoken and written words  
 - begin to use spacing between words  
 - write complete sentences (although they are not always punctuated correctly with periods)  
 - experiment with punctuation (sometimes overgeneralize use of periods - e.g., periods after every word)  
 - understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately)  
 - use letters to represent the predominant sounds in words (e.g., beginning to sound; beginning and final sound; beginning, middle, and ending sounds)  
 - begin to spell some words conventionally

10.3 demonstrate engagement with writing and other forms of representation  
 - choose to write when given a choice of activities  
 - take risks to express self in writing  
 - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role-playing, telling a story through drawing and writing)  
 - write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus)  
 - engage in writing and representing activities every day  
 - share writing and other representations willingly with others

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

10.5 with assistance, engage in the research process to construct and communicate meaning  
 - interact with a variety of simple texts (e.g., pictures, computer software, videotapes, esy fiction and non-fiction), as well as human and community resources  
 - record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)  
 - share information with others in a variety of ways

WRITING AND REPRESENTING