



# Competencies and Characteristics

## Language Arts

Cycle 1

2001-2002

Extracted from

*The Québec Education Program*

*Bob Steele*  
*The Lester B. Pearson School Board*

# COMPETENCY 1

## TO READ AND LISTEN TO LITERARY, POPULAR AND INFORMATION-BASED TEXTS

### READING STRATEGIES

The student uses the following repertoire of strategies to construct meaning from texts:

• The four cuing systems, which include:			
Prior knowledge and personal experience of the content of a text (semantic)			
Knowledge of the ways books work (pragmatic), e.g. most fairy tales begin with, "Once upon a time..."			
Use of pictures and other graphic representations to interpret texts (pragmatic). See also Competency 3, re: reading texts that have images and illustrations			
Knowledge of common language patterns (syntax). See also Competency 2, Writing System			
Knowledge of the relationships between sounds and written symbols (graphophonics)			
• Self-correcting strategies, which include:			
A trial-and-error approach			
Questions and talk with others to clarify and enrich interpretations. See also Competency 4			
Predictions, confirmations and inferences, when prompted by the teacher			
Perseverance when meaning-making breaks down by:			
- Adjusting pace			
- Reading on			
- Omitting words			
- Rereading			
- Making substitutions consistent with pattern of meaning-making			
- Discussions with teacher of the strategies s/he uses when meaning-making breaks down			

<p>READING STRATEGIES (cont.)</p>	<p><b>• Strategies for locating information and/or ideas in texts, which include:</b></p>			
	<p>A trial-and-error approach</p>			
	<p>Use of different reading strategies according to the text type, e.g. literary, popular or information-based texts may need to be read differently</p>			
	<p>Use of the following to locate specific information and/or ideas (See also Competency 2, Profile of self as writer and Competency 4, Using talk for learning and thinking):</p>			
	<p>- Pictures and other graphic representations in texts</p>			
<p>RESPONSE PROCESS AND READING</p> <p>The student follows a response process by:</p>	<p><b>• Reading, listening to and viewing a range of self-selected and personally relevant texts that include:</b></p>			
	<p>Use of personal, social and cultural background and experiences to interpret texts</p>			
	<p><b>• Developing a personal response process in the context of a community of readers through:</b></p>			
	<p>Discussion of responses with others individually, in small groups and in the whole class. See also Competency 4</p>			
	<p>Acknowledgment and support for different interpretations from peers of one text</p>			
	<p>Recount of the story and, with guidance, outline of information in a text</p>			
	<p>Development of opinions on literary or popular texts</p>			
	<p>Sharing of new or interesting information gained from a text</p>			
	<p><b>• Moving beyond the initial response through:</b></p>			
	<p>Responses to texts in a variety of ways that include talking, writing, the Arts, media. See also Competencies 2, 3 and 4</p>			

<p><b>VIEW OF THE WORLD THROUGH READING</b></p> <p>The student understands that texts are social and cultural products by:</p>	<p><b>• Seeing a text as a construction through:</b></p>			
	Suggestion of alternative endings or actions in a literary or popular text			
	Plausibility of events, characters, opinions and/or information in a text in relation to own values and experiences			
	<p>Comparison of texts that are familiar by recognizing:</p>			
	- the same theme or idea developed in different ways in two literary or popular texts			
	- that non-fiction texts on the same topic contain different information			
	<p><b>• Understanding the influence of familiar structures and features on the meaning of a text through:</b></p>			
	Identification of some structures and features of familiar text types, e.g. characters in a fairy tale are often animals			
	<p><b>• Beginning to identify the view of the world presented in a text through:</b></p>			
	Teacher and peer discussions of the ways in which different groups of people are depicted in texts			
<p><b>PROFILE OF SELF AS READER</b></p> <p>The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:</p>	<p><b>• Selecting own texts to read, listen to and view in order to:</b></p>			
	Satisfy own curiosity, imagination and purposes			
	Use own writing as texts. See also Competency 2 for reading/writing connections and Competency 3 for reading/production connections			
	<p><b>• Describing and explaining own tastes and preferences in reading through:</b></p>			
	Conversations with the teacher and peers about how personal selections of favourite books are made			
	<p><b>• Describing and explaining how and why s/he reads through:</b></p>			
	Identification in teacher/peer discussions of some of the strategies s/he uses when meaning-making breaks down			

<p><b>SELF EVALUATION</b></p> <p>The student learns to reflect on her/his growth in reading through:</p>	<p><b>• Teacher/student and peer conferences with a limited and explicit focus that include:</b></p>		
	Discussion of own strengths and changes over time in specific situations that arise on a day-to-day basis		
	Identification, with guidance, of own long-term reading needs, interests and goals		
	<p><b>• An integrated ELA portfolio that includes:</b></p>		
	Representations of her/his insights over a period of time and in a variety of ways, e.g. through talk, art, role-play, writing captions to drawings		
	Selections of personally meaningful representations of her/his reading for portfolio from an ongoing collection that may include list of favourite texts, samples, responses, goals and reflections		
	<p><b>• The development, over time, of a repertoire of reflective strategies that include:</b></p>		
	Conversations with teachers and peers		
	<p>Selection of representations of reading for integrated ELA portfolio, for an increasing variety of reasons including pieces:</p>		
	- that s/he likes most		
	<p>Development of own criteria in order to judge her/his strengths in reading and changes over time at a beginner's level (3) with guidance from the teacher:</p>		
	setting of learning goals in reading		
	monitoring of progress toward her/his goals with teacher		

COMPETENCY 2			
TO WRITE SELF-EXPRESSIVE, NARRATIVE AND INFORMATION-BASED TEXTS			
<p>WRITING SYSTEM: UNDERSTANDING LANGUAGE</p> <p>The student understands that writing is a communication system and assigns meaning to her/his texts by:</p>	<p>• <b>Self-selection of own topics, structures and features, based on purpose and audience</b></p>		
	<p>• <b>Writing to a familiar audience (peers, family, trusted adults) in order to express meaning(s):</b></p>		
	<p>Pictures, symbols and/or signs integrated with print. See also Competency 3 on integrating visuals into writing, and the Cross-Curricular Competency, Creativity</p>		
	<p>Identification of purpose for writing</p>		
	<p>Specific structures and features of familiar texts incorporated into own writing, e.g. uses "Once upon a time..." and "Happily ever after" from fairy tales</p>		
<p>WRITING PROCESS</p> <p>The student follows a writing process that includes:</p>	<p>• <b>Writing on a daily basis:</b></p>		
	<p>Own topics and text types chosen to meet a specific purpose, audience and context, e.g. what will I write? Who is it for? Should I use words and pictures? See also Competency 1 for reading-writing connections and Competency 3 for different kinds of media texts</p>		
	<p>• <b>Writing for specific purposes and in different contexts which include:</b></p>		
	<p>Getting things done</p>		
	<p>Personal needs</p>		
	<p>For pleasure</p>		
	<p>Clarifying thoughts</p>		
	<p>Solving problems</p>		
	<p>Expressing ideas and feelings</p>		
	<p>Recording experiences</p>		
	<p>Developing and exploring new ideas and information</p>		
	<p>• <b>Discussions with peers and teacher in order to:</b></p>		
	<p>Share ideas for topics, purposes, text types. See also Competency 4 for importance of talk in learning</p>		
	<p>Plan, share, clarify and extend thinking. See also Competency 4 on language for learning and peer collaboration</p>		
	<p>• <b>Exploratory prewriting activities appropriate to purpose, audience and con-text for the writing:</b></p>		
<p>Brainstorming for information and asking questions</p>			

<p>WRITING PROCESS (cont).</p> <p>The student follows a writing process that includes</p>	<p><b>• Exploratory prewriting activities appropriate to purpose, audience and con-text for the writing: cont.</b></p> <table border="1"> <tr> <td data-bbox="737 285 1203 344">Drawing on ideas, prior experiences and personal memories</td> <td data-bbox="1203 285 1276 344"></td> <td data-bbox="1276 285 1333 344"></td> <td data-bbox="1333 285 1396 344"></td> </tr> <tr> <td data-bbox="737 344 1203 382">Drawing, planning, talking</td> <td data-bbox="1203 344 1276 382"></td> <td data-bbox="1276 344 1333 382"></td> <td data-bbox="1333 344 1396 382"></td> </tr> <tr> <td data-bbox="737 382 1203 474">Reading, listening to, viewing and talking about stories, songs, poems and books</td> <td data-bbox="1203 382 1276 474"></td> <td data-bbox="1276 382 1333 474"></td> <td data-bbox="1333 382 1396 474"></td> </tr> <tr> <td data-bbox="737 474 1203 512">Using graphic organizers</td> <td data-bbox="1203 474 1276 512"></td> <td data-bbox="1276 474 1333 512"></td> <td data-bbox="1333 474 1396 512"></td> </tr> <tr> <td data-bbox="737 512 1203 550">Telling and retelling stories</td> <td data-bbox="1203 512 1276 550"></td> <td data-bbox="1276 512 1333 550"></td> <td data-bbox="1333 512 1396 550"></td> </tr> <tr> <td data-bbox="737 550 1203 674">Drawing on prior knowledge, e.g. of the media. See also responding and production processes in Competency 3:</td> <td data-bbox="1203 550 1276 674"></td> <td data-bbox="1276 550 1333 674"></td> <td data-bbox="1333 550 1396 674"></td> </tr> </table> <p><b>• Writing activities that nourish the development of a process for producing written texts:</b></p> <table border="1"> <tr> <td data-bbox="737 737 1203 798">Regular, sustained time to write on a daily basis</td> <td data-bbox="1203 737 1276 798"></td> <td data-bbox="1276 737 1333 798"></td> <td data-bbox="1333 737 1396 798"></td> </tr> <tr> <td data-bbox="737 798 1203 858">Drafts of own writing with focus on making meaning</td> <td data-bbox="1203 798 1276 858"></td> <td data-bbox="1276 798 1333 858"></td> <td data-bbox="1333 798 1396 858"></td> </tr> <tr> <td data-bbox="737 858 1203 919">Rereading of own writing with focus on meaning</td> <td data-bbox="1203 858 1276 919"></td> <td data-bbox="1276 858 1333 919"></td> <td data-bbox="1333 858 1396 919"></td> </tr> <tr> <td data-bbox="737 919 1203 957">Sharing own writing with peers</td> <td data-bbox="1203 919 1276 957"></td> <td data-bbox="1276 919 1333 957"></td> <td data-bbox="1333 919 1396 957"></td> </tr> <tr> <td data-bbox="737 957 1203 1018">One or two strategies for crafting and revising own writing, on a trial-and-error basis:</td> <td data-bbox="1203 957 1276 1018"></td> <td data-bbox="1276 957 1333 1018"></td> <td data-bbox="1333 957 1396 1018"></td> </tr> <tr> <td data-bbox="737 1018 1203 1058">-Talking about own writing</td> <td data-bbox="1203 1018 1276 1058"></td> <td data-bbox="1276 1018 1333 1058"></td> <td data-bbox="1333 1018 1396 1058"></td> </tr> <tr> <td data-bbox="737 1058 1203 1119">Self-edits with focus on a limited number (1 or 2) of writing conventions at own developmental level:</td> <td data-bbox="1203 1058 1276 1119"></td> <td data-bbox="1276 1058 1333 1119"></td> <td data-bbox="1333 1058 1396 1119"></td> </tr> <tr> <td data-bbox="737 1119 1203 1180">-Checks for end punctuation in pairs by reading aloud</td> <td data-bbox="1203 1119 1276 1180"></td> <td data-bbox="1276 1119 1333 1180"></td> <td data-bbox="1333 1119 1396 1180"></td> </tr> <tr> <td data-bbox="737 1180 1203 1276">Re-presentation of personally meaningful texts as published pieces for intended familiar audience</td> <td data-bbox="1203 1180 1276 1276"></td> <td data-bbox="1276 1180 1333 1276"></td> <td data-bbox="1333 1180 1396 1276"></td> </tr> </table>	Drawing on ideas, prior experiences and personal memories				Drawing, planning, talking				Reading, listening to, viewing and talking about stories, songs, poems and books				Using graphic organizers				Telling and retelling stories				Drawing on prior knowledge, e.g. of the media. See also responding and production processes in Competency 3:				Regular, sustained time to write on a daily basis				Drafts of own writing with focus on making meaning				Rereading of own writing with focus on meaning				Sharing own writing with peers				One or two strategies for crafting and revising own writing, on a trial-and-error basis:				-Talking about own writing				Self-edits with focus on a limited number (1 or 2) of writing conventions at own developmental level:				-Checks for end punctuation in pairs by reading aloud				Re-presentation of personally meaningful texts as published pieces for intended familiar audience			
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<p><b>PROFILE OF SELF AS WRITER</b></p> <p>The student develops profile of self as writer in the context of a community of writers in the classroom by:</p>	<p><b>• Writing daily for personally significant purposes:</b></p> <table border="1" data-bbox="737 485 1393 548"> <tr> <td data-bbox="737 485 1203 548">See Writing Process—purpose and context for writing, above</td> <td data-bbox="1203 485 1276 548"></td> <td data-bbox="1276 485 1333 548"></td> <td data-bbox="1333 485 1393 548"></td> </tr> </table> <p><b>• Personal contribution to the development of a writing community in the classroom through:</b></p> <table border="1" data-bbox="737 611 1393 758"> <tr> <td data-bbox="737 611 1203 758">Connections made between reading, writing and interactions with peers, risk-taking in order to learn the writer's craft, decisions made about own writing</td> <td data-bbox="1203 611 1276 758"></td> <td data-bbox="1276 611 1333 758"></td> <td data-bbox="1333 611 1393 758"></td> </tr> </table> <table border="1" data-bbox="737 758 1393 947"> <tr> <td data-bbox="737 758 1203 947">Repertoire of favourite self-expressive, narrative and information-based text types reflects reading, listening, viewing, visual representations and writing. See also Competency 1 and 3 for text types</td> <td data-bbox="1203 758 1276 947"></td> <td data-bbox="1276 758 1333 947"></td> <td data-bbox="1333 758 1393 947"></td> </tr> </table>	See Writing Process—purpose and context for writing, above				Connections made between reading, writing and interactions with peers, risk-taking in order to learn the writer's craft, decisions made about own writing				Repertoire of favourite self-expressive, narrative and information-based text types reflects reading, listening, viewing, visual representations and writing. See also Competency 1 and 3 for text types							
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<p><b>SELF EVALUATION</b></p> <p>The student learns to apply her/his knowledge about language and texts deliberately, consciously and with increasing control and enjoyment, on the basis of conversations with teacher and peers about her/his writing that involve:</p>	<p><b>• An integrated ELA portfolio:</b></p> <table border="1" data-bbox="737 978 1393 1073"> <tr> <td data-bbox="737 978 1203 1073">Sharing of portfolio with teacher in order to talk and reflect about writing on a regular basis throughout cycle</td> <td data-bbox="1203 978 1276 1073"></td> <td data-bbox="1276 978 1333 1073"></td> <td data-bbox="1333 978 1393 1073"></td> </tr> </table> <table border="1" data-bbox="737 1073 1393 1188"> <tr> <td data-bbox="737 1073 1203 1188">Focus on pleasure taken in writing and in discussion with teacher and peers. See Competency 4 for use of team strategies and talk in learning</td> <td data-bbox="1203 1073 1276 1188"></td> <td data-bbox="1276 1073 1333 1188"></td> <td data-bbox="1333 1073 1393 1188"></td> </tr> </table> <table border="1" data-bbox="737 1188 1393 1283"> <tr> <td data-bbox="737 1188 1203 1283">Student-initiated talk about some writing strategies and about favourite pieces of writing with teacher</td> <td data-bbox="1203 1188 1276 1283"></td> <td data-bbox="1276 1188 1333 1283"></td> <td data-bbox="1333 1188 1393 1283"></td> </tr> </table> <table border="1" data-bbox="737 1283 1393 1407"> <tr> <td data-bbox="737 1283 1203 1407">Organization of written texts, i.e. with guidance in Cycles One and Two. See also other competencies in this program</td> <td data-bbox="1203 1283 1276 1407"></td> <td data-bbox="1276 1283 1333 1407"></td> <td data-bbox="1333 1283 1393 1407"></td> </tr> </table>	Sharing of portfolio with teacher in order to talk and reflect about writing on a regular basis throughout cycle				Focus on pleasure taken in writing and in discussion with teacher and peers. See Competency 4 for use of team strategies and talk in learning				Student-initiated talk about some writing strategies and about favourite pieces of writing with teacher				Organization of written texts, i.e. with guidance in Cycles One and Two. See also other competencies in this program			
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COMPETENCY 3 TO REPRESENT HER/HIS LITERACY IN DIFFERENT MEDIA			
<p>STRATEGIES FOR CONSTRUCTING MEANING</p> <p>When responding to and producing texts, the student constructs meaning through:</p>	<ul style="list-style-type: none"> <li>• <b>The familiar images, signs, symbols and logos in her/his environment:</b></li> </ul>		
	Recognition that they are made by people for different purposes		
	Recognition that they have meanings/messages		
	<ul style="list-style-type: none"> <li>• <b>Use of repertoire of strategies to unlock message(s)/meaning(s) in various media texts (See also Competency 1, Reading Strategies):</b></li> </ul>		
	Own questions in order to predict and confirm		
	Drawing on prior experience with familiar media texts to understand how they are constructed		
	Rereading/looking again in order to clarify and extend understanding of a text, etc.		
<p>RESPONSE PROCESS AND MEDIA</p> <p>The student uses a response process in order to:</p>	<ul style="list-style-type: none"> <li>• <b>Make meaning of a media text by:</b></li> </ul>		
	Brainstorming		
	Drawing on prior knowledge		
	Sharing responses with peers		
	Making connections to own experiences		
	Returning to text		
	<ul style="list-style-type: none"> <li>• <b>Consider some of the functions of the media through:</b></li> </ul>		
	Collaboration with peers in pairs, small groups and whole class to clarify, decode and respond to media texts		
Recognizing and naming of familiar media: television, radio, film, magazine, video, Internet, CD-ROM, children's magazines. See also Cross-Curricular Competency—ICT			
<p>VIEW OF THE WORLD THROUGH MEDIA</p> <p>The student understands that texts are social and cultural products through:</p>	<ul style="list-style-type: none"> <li>• <b>Own response and responses of others:</b></li> </ul>		
	Use of photographs:		
	Family photographs:		
	For storytelling, with guidance		
	<ul style="list-style-type: none"> <li>• <b>Real and Imaginary Worlds:</b></li> </ul>		
	Exploration, through discussion, of how characters, incidents and/or events in media texts that tell a story relate to her/his personal experiences. See also Competency 4		

<p><b>PRODUCTION PROCESS</b></p> <p>The student follows a process in collaboration with peers that includes the following stages:</p>	<p><b>• Pre-Production:</b></p>			
	<p>Selection from the following text types (NOTE: The texts listed below are the same as those that are referred to throughout the Production Process):</p>			
	greeting cards, illustrated picture books, storyboards, paintings and drawings, illustrations (using different media), cover for a favourite book			
	Immersion in the text type to be produced and discussion of its structures and features. See also Competency 1, Response Process and Reading			
	discussion about purpose, audience and context, in collaboration with teacher and peers. See also Competency 2, Writing process for pre-writing activities			
	a familiar audience of peers, family and teacher			
	<p><b>• Production</b></p>			
	<p>Production of the texts listed above in groups with peers that:</p>			
	Incorporate images, symbols, signs, logos and/or words to communicate meaning or message			
	Function as narrative media text type			
	Function as popular media text type			
	<p><b>• Use different technologies in order to construct a variety of text types:</b></p>			
	Simple word processing			
	An audio recorder to listen to or record a story. See Methodological Cross-Curricular Competency—ICT			
	<p><b>• Post production:</b></p>			
	<p>In collaboration with group members:</p>			
	Review of texts produced (i.e. from list above) in order to focus on message/meaning			
Presentation of text to intended audience				
Self-evaluation of text produced. See Self-Evaluation in this section				

<p><b>SELF EVALUATION</b></p> <p>The student learns to apply her/his knowledge about media language and texts deliberately, consciously and with increasing control and enjoyment, in conversations with teachers and peers about her/his strategies, responses and productions that include:</p>	<p><b>• Sharing her/his integrated ELA portfolio. See also other competencies in this program</b></p>		
	In order to talk about and reflect on productions of texts listed above and responses on a regular basis throughout the cycle		
	In order to discuss pleasure taken in viewing, producing and discussing media texts intended for children of the same age		
	<p><b>• Active participation in guided student/teacher oral conferences about:</b></p>		
	Own media productions, (with prompting in Cycles One and Two)		
	Some of her/his viewing and production strategies		
	Favourite (media) text types		

COMPETENCY 4 TO USE LANGUAGE TO COMMUNICATE AND LEARN				
<b>Evaluation Criteria</b>				
It is understood that the contexts for the evaluation criteria that follow are described in the End-of-Cycle Outcomes for that cycle, since the criteria represent indicators of development over the two years of a cycle.	Uses language/talk as a means of exploring, expressing and developing thoughts, feelings and imagination			
	Talks about her/his language development, with guidance			
<b>LANGUAGE TO COMMUNICATE</b>  The student uses language to communicate information, experiences and point of view by:	<ul style="list-style-type: none"> <li>• <b>Sharing of information with peers and teacher</b></li> </ul>			
	<ul style="list-style-type: none"> <li>• <b>Talking about responses and point of view with peers and teacher. See also Competency 1, uses a Response Process</b></li> </ul>			
	<ul style="list-style-type: none"> <li>• <b>Asking and answering questions from peers and teacher. See also Competency 1, Response Process and Reading and Competency 3, Response Process and Media</b></li> </ul>			
	<ul style="list-style-type: none"> <li>• <b>Participating in collaborative improvisation and role-playing activities to communicate experiences and responses:</b></li> </ul>			
	Spontaneous creation of a scene			
	Creation of a scene, given a framework			
	Enactment of stories heard or read. See also Competency 1, Response Process and Reading			
	retelling of familiar stories. See also Competency 1			
	playing with language, e.g. registers, dialects, mood, etc.			
<ul style="list-style-type: none"> <li>• <b>Use of the structural features of language to elaborate on information and to qualify responses, e.g. linking words and phrases, relating ideas; ranking ideas in order of importance (see also Competency 2, writing structures and features)</b></li> </ul>				

<p><b>TALK FOR LEARNING AND THINKING</b></p> <p>The student uses language (talk) for learning and thinking by:</p>	<p><b>• Participating in collaborative reading, writing, viewing, visually representing, listening and talking activities:</b></p>			
	<p>Writing, producing and reading together. See also Competencies 1, 2 and 3</p>			
	<p>Solving of a disagreement with a peer</p>			
	<p>Constructing of time lines. See also Competency 3, strategies for constructing meaning</p>			
	<p>Reading and using time lines. See also Competency 3, strategies for constructing meaning</p>			
	<p>Construction of spatial maps of imaginary places</p>			
	<p>Planning of a project, e.g. an improvised play, a puppet show, a field trip. See also cross-curricular competency Working with Others</p>			
	<p>Setting of class rules, such as listening to others, taking turns, etc.</p>			
	<p>Sharing of ideas and points of view</p>			
	<p>Investigating and solving of problems. See also cross-curricular competency Problem Solving, as well as below</p>			
	<p>Brainstorming</p>			
	<p>Creating of a visual text or a big book. See also Competency 1, 2, 3</p>			
	<p><b>• Practising effective strategies for problem solving:</b></p>			
	<p>Hypothesizing about, or trying out, different ways of thinking about a problem</p>			
	<p>Talking or engaging in dialogue with peers and teacher. See also Competencies 1 to 3</p>			
	<p><b>• Distinguishing among a variety of language registers used in informal situations to make sense of the communication and to respond to it appropriately. See also Competencies 1 to 3</b></p>			
	<p><b>• Clarification and re-shaping of ideas through collaborative talk, e.g. brainstorming, sharing ideas and points of view. See also Competencies 1 and 3 for Response Process and Competency 2, Writing Process</b></p>			

<p>LINGUISTIC STRUCTURES AND FEATURES</p> <p>The student applies her/his knowledge of linguistic structures and features by:</p>	<p>• <b>Experimenting with appropriate language registers to achieve a desired purpose:</b></p>			
	Storytelling			
	Role-playing			
	<p>• <b>Recognizing that nonverbal cues convey meaning and interpreting this meaning through the use of:</b></p>			
	Gestures			
	Pauses			
	Facial expressions			
	<p>• <b>Using nonverbal cues to convey meaning:</b></p>			
Gestures, pauses and facial expressions				
<p>COLLABORATIVE GROUP ACTIVITIES</p> <p>The student interacts in collaborative group activities in a variety of roles by:</p>	<p>• <b>Using a range of strategies to assist communication within the group:</b></p>			
	Discussion of how to plan an activity and how to set criteria to evaluate it. See also Competency 3, production process			
	Use of research to provide needed knowledge from other disciplines. See also Competency 2			
	Working to find an appropriate solution to a problem or alternative solutions			
	<p>• <b>Participating in group activities in a variety of roles:</b></p>			
	Trying out different roles			
	Experimenting with strategies appropriate to each role			
	Taking part in improvisation, role-playing and storytelling activities			
	<p>• <b>Demonstrating commitment to the purpose established by the group:</b></p>			
	Making helpful suggestions			
	Encouraging others			
	Listening attentively			
	<p>• <b>Creating criteria to assess the effectiveness of the interaction and using these for evaluation, with guidance. See also self-evaluation below for details</b></p>			

<b>SELF EVALUATION</b>  The student learns to apply her/his knowledge about language and texts deliberately, consciously and with increasing control through conversations with the teacher and peers that include:	Describing communication strategies when working in collaborative groups, with guidance			
	Discussing collaborative experiences with peers in different contexts with a focus on those that gave her/him personal satisfaction and that brought pleasure			
	Participating in student-teacher conferences to identify and discuss strategies, and set personal and group learning goals			
	Maintaining an integrated ELA portfolio with samples of work in different learning contexts, with guidance. See also other ELA competencies for content in and process for keeping a portfolio			

<b>Suggestions for Using Information and Communications Technologies (ICT)</b>				
	• Use of input devices (mouse, keyboard, remote control) and output devices (monitor, printer) to operate computers, VCRs, audiotape recorders and other technologies			
	• Use of variety of media and technology resources (CD-ROM, video camera, digital camera, graphics tools, scanners, editing equipment for directed and independent learning			
	• Use of interactive reading and writing software to support learning			
	• Use of developmentally appropriate and accurate terminology to talk about media and technology resources			
	• Responsible use of technology systems and software			
	• Use of tools and peripherals to enhance personal productivity, to expand knowledge about language and to support learning throughout the curriculum			
	• Use of telecommunications to access remote information, to send and receive messages and to support personal interests			
	• Proper use of technology and the selection of appropriate technology and resources to respond to specific problems and activities			

