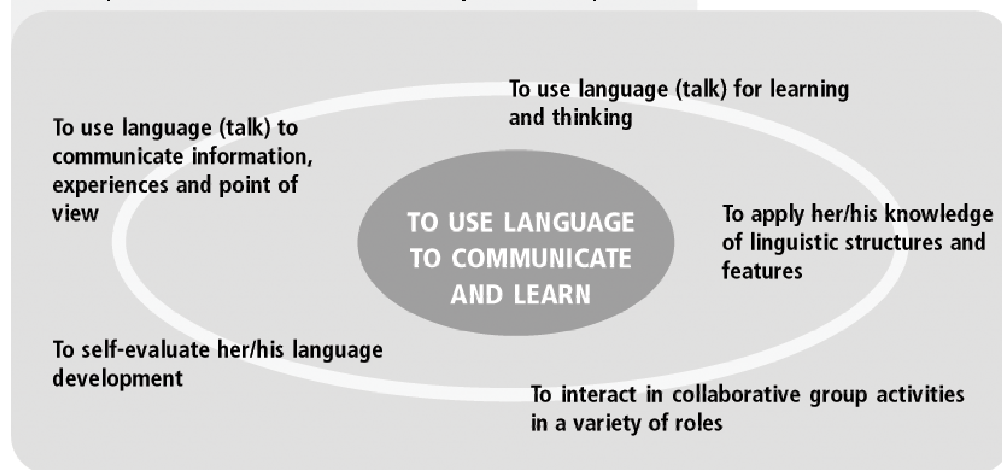


# English Language Arts Essential Knowledges ~ Cycle 2

## Key Features of Competency 4



### COMPETENCY 4 ~ EVALUATION CRITERIA

- Uses language/talk as a means of exploring, expressing and developing thoughts, feelings and imagination
- Experiments with and adapts linguistic features when communicating in specific contexts for a familiar audience
- Develops, through trial and error, strategies for working collaboratively with peers
- Develops language strategies to support communication in collaborative tasks
- Self-evaluates her/his language development, with guidance

### LANGUAGE TO COMMUNICATE

The student uses language to communicate information, experiences and point of view by:

- **Sharing of information with peers and teacher**
- **Talking about responses and point of view with peers and teacher. See also Competency 1, uses a Response Process**
- **Asking and answering questions from peers and teacher. See also Competency 1, Response Process and Reading and Competency 3, Response Process and Media**
- **Participating in collaborative improvisation and role-playing activities to communicate experiences and responses:**
  - 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
  - Experimentation with form
  - Participating in collaborative storytelling activities to communicate experiences and responses:
    - retelling of familiar stories. See also Competency 1
    - playing with language, e.g. registers, dialects, mood, etc.
    - creation of plots, characters and situations
    - invention of dialogues
- **Responding to the ideas and points of view of others with sensitivity and interest**
- **Talking through new ideas and information**
- **Shaping of communication to achieve its purpose and to meet the needs of the listener/audience:**
  - Use of emotional appeals, such as to a sense of justice, duty or patriotism
  - Use of loaded diction or words with positive and negative connotations
- **Demonstration of confidence in communicating, built on a growing control of language**
- **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)**

## **TALK FOR LEARNING AND THINKING**

**The student uses language (talk) for learning and thinking by:**

**• Participating in collaborative reading, writing, viewing, visually representing, listening and talking activities:**

- Writing, producing and reading together. See also Competencies 1, 2 and 3
- Solving of a disagreement with a peer
- Constructing of time lines. See also Competency 3, strategies for constructing meaning
- Reading and using time lines. See also Competency 3, strategies for constructing meaning
- Construction of spatial maps of neighbourhood, home and school environments
- Construction of spatial maps of imaginary places
- Planning of a project, e.g. an improvised play, a puppet show, a field trip. See also cross-curricular competency Working with Others
- Setting of class rules, such as listening to others, taking turns, etc.
- Sharing of ideas and points of view
- Investigating and solving of problems. See also cross-curricular competency Problem Solving, as well as below
- Brainstorming
- Creating of a visual text or a big book. See also Competency 1, 2, 3
- Planning of a cross-curricular or mixed media project. See also the Program of Programs and Competency 3
- Preparing an account of a maths or science investigation

**• Practising effective strategies for problem solving:**

- Hypothesizing about, or trying out, different ways of thinking about a problem
- Talking or engaging in dialogue with peers and teacher. See also Competencies 1 to 3
- Framing of a problem or issue
- Experimentation with different solutions to a given problem
- Choosing among suggested solutions to a problem
- Rethinking of a problem by making connections between new ideas and prior knowledge
- Planning of or projecting of new ways to use new knowledge

**• 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**

**• Participating in role-playing, improvisation and storytelling activities to try out new ideas in new situations and for other purposes, e.g. to dramatize a historical or social situation in the context of social science. See also problem-solving activities for this competency and cross-curricular competency for Problem Solving**

**• 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**

**• Use of the inquiry method to question a text, i.e. use of language purposefully as a means of learning through all areas of the curriculum (with guidance) by:**

- Generating of own questions and comments about the subject being learned. See also Competencies 1 to 3
- Talking about new ideas in own words to make them one's own
- Hypothesizing, questioning and seeking of answers
- Asking of the type of questions that lead to needed information, e.g. have you ever seen this situation developed in a different way? What process does a writer have to go through to produce a work of fiction? Of non-fiction? etc. See also Competency 1
- Interrogating of the text as a social and cultural product. See also Competency 1 and 3
- Connecting of ideas across disciplines and to everyday experiences

**• Questioning and challenging of different points of view/perspectives. See also Competency 1**

**• Use of technology resources for problem solving and communication of thoughts and ideas, e.g. educational software, videos and logical thinking programs**

**• Use of technology resources for collaborative writing, producing and publishing projects for peer audiences, such as multimedia authoring and multimedia presentations, e.g. Web tools, writing tools, drawing tools and educational software**

## LINGUISTIC STRUCTURES AND FEATURES

The student applies her/his knowledge of linguistic structures and features by:

• **Experimenting with appropriate language registers to achieve a desired purpose:**

- Storytelling
- Role-playing
- Improvisation
- Interviewing
- Choral reading and speaking
- Book talks and literature circles. See also Competency 1

• **Recognizing that nonverbal cues convey meaning and interpreting this meaning through the use of:**

- Gestures
- Pauses
- Facial expressions

• **Using nonverbal cues to convey meaning:**

- Gestures, pauses and facial expressions
- Physical movement
- Silence

• **Investigating, with guidance, different ways of shaping oral discourse to satisfy a variety of needs**

• **Investigating different methods of generating, ordering, expanding and judging oral discourse effectively**

• **Adopting appropriate tone of voice and intonation patterns to convey meaning**

• **Clarifying the way in which familiar text types are organized and/or structured. See also familiar text types in Competencies 1 to 3**

## COLLABORATIVE GROUP ACTIVITIES

The student interacts in collaborative group activities in a variety of roles by:

• **Using a range of strategies to assist communication within the group:**

- 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

• **Participating in group activities in a variety of roles:**

- Trying out different roles
- Experimenting with strategies appropriate to each role
- Taking part in improvisation, role-playing and storytelling activities

• **Demonstrating commitment to the purpose established by the group:**

- Making helpful suggestions
- Encouraging others
- Listening attentively
- Listening critically
- Using language strategies to support communication

• **Taking responsibility for preparing and carrying out own part in a collaborative activity:**

- Communicating with others
- Exploring and sharing of views
- Adjusting use of language
- Asking questions to clarify what has been heard
- Showing respect for rules set by the group

• **Selecting and planning of small-group activities, with guidance:**

- Planning, defining and carrying out a multimedia or cross-curricular project. See also Competency 3
- Preparing an account of a social studies, math or science investigation

• **Creating criteria to assess the effectiveness of the interaction and using these for evaluation, with guidance. See also self-evaluation below for details**

• **Listening critically and responding to members of the group:**

- Questioning, supporting and defending the ideas of others. See also collaborative processes in Competencies 1 to 3

• **Offering alternative solutions to problems and providing reasons**

## **SELF EVALUATION**

**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
- Assessing the effectiveness of strategies chosen to achieve a given purpose
- Identifying different strategies needed for different purposes

## **End-of-Cycle Outcomes – Cycle 2**

By the end of Cycle Two, the student participates in many, varied social interactions in the classroom and uses language as a means of exploring, expressing and developing thoughts, feelings and ideas. S/he selects from a growing repertoire, appropriate and effective methods to produce, order, expand and judge spoken texts for a familiar audience. In familiar classroom situations, the student uses various roles when communicating effectively. In shared social contexts, the student investigates new ways of expressing ideas, solving problems, and constructing meaning for specific purposes. S/he acts responsibly when working with peers and demonstrates interest and sensitivity toward the points of view of others. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of information. With guidance, the student self-evaluates her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.