



# Competencies and Characteristics

## Language Arts

Cycle 3

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*Bob Steele*  
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# COMPETENCY 1

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

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

READING STRATEGIES (cont.)	<b>• Strategies for locating information and/or ideas in texts, which include:</b>		
	A trial-and-error approach		
	Use of different reading strategies according to the text type, e.g. literary, popular or information-based texts may need to be read differently		
	+ Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skipping unimportant parts		
	+ Making of connections, with guidance, between the structures and features of familiar text types and their meanings		
	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):		
	- Pictures and other graphic representations in texts		
	+ - Headings, chapter divisions		
	+ - Table of contents		
	++ Index		
	++ Beginning to identify, with guidance, the stages of researching a topic, which include:		
	++ developing research questions		
	++ narrowing a topic		
	++ selecting and recording information from		
	++ reading/listening/viewing		
	++ categorizing information		
	++ Initial development of a personal method for researching a topic, with guidance		

<p>RESPONSE PROCESS AND READING</p>	<p><b>• Reading, listening to and viewing a range of self-selected and personally relevant texts that include:</b></p>		
<p>The student follows a response process by:</p>	<p>Use of personal, social and cultural background and experiences to interpret texts</p>		
	<p>+ Searching the Internet to locate texts that entertain, promote, and inform. See also Competency 3</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>+ Sharing of responses with others to clarify meaning and enrich interpretation</p>		
	<p>+ Participation in literature circles to discuss own and others' responses to texts</p>		
	<p>++ Comparing own responses with those of others at a beginner's level</p>		
	<p>++ Discussing own response process at a beginner's level</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>+ Early attempts to explain own views of a text</p>		
	<p>+ Support for own views with references to the text in small and large group discussions</p>		
	<p>+ Discussions of structures and features of text and their impact on the reader</p>		
	<p>+ Discussion of the structures and features of a text and their influence on the meaning of a text</p>		
	<p>++ Returning to a text to confirm interpretations and understandings in discussions with peers</p>		

RESPONSE PROCESS AND READING (cont)	• <b>Moving beyond the initial response through: (cont)</b>		
The student follows a response process by:	++ Adjustment of own interpretations in the light of the responses of others at a beginner's level		

<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			
	+ cross-curricular connections between texts, e.g. treatment of a theme in a literary and in a history text. See also Competency 3 for work with familiar media texts			
	++ - identification of some of the ways in which information is presented in popular and information-based texts. See also Competency 3 in media for texts that inform, entertain and promote			
	<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			
	+ Location of similar structures and features in other texts of the same type, e.g. a list and a list poem. See also Competency 3			
	+ Knowledge of familiar text types transferred to own writing by using known structures and features. See also Competency 2 for writing as a system and integration of reading into writing. See also Competency 3 for connection to media texts			
	Teacher and peer discussions of the ways in which different groups of people are depicted in texts			
	+ Own questions about the view of the world represented in the text, with guidance from the teacher			

VIEW OF THE WORLD THROUGH READING (cont)	<ul style="list-style-type: none"> <li>• <b>Beginning to identify the view of the world presented in a text through:</b></li> </ul>			
The student understands that texts are social and cultural products by:	Making of inferences, when prompted, about the view of the world presented by the text			
	++ Discussions, with guidance, of whose voices are heard and whose are missing in a text. See Competency 4 for talk and learning			
	++ Comparison, with guidance, of own values with some of the social, cultural and historical values in a literary text in teacher and peer discussions			

<b>PROFILE OF SELF AS READER</b>  The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:	<b>• Selecting own texts to read, listen to and view in order to:</b>		
	Satisfy own curiosity, imagination and purposes		
	+ Develop own interests and passions through reading		
	Use own writing as texts. See also Competency 2 for reading/writing connections and Competency 3 for reading/production connections		
	+ Expand repertoire of favourite texts to include Young Adult Fiction		
	+ Begin to extend reading repertoire beyond favourites, when encouraged by peers and teacher		
	<b>• Describing and explaining own tastes and preferences in reading through:</b>		
	Conversations with the teacher and peers about how personal selections of favourite books are made		
	+ Comparisons of previous preferences with current favourites		
	+ Recognition of self as a member of a reading audience, e.g. who else might like this book? See also Competency 3 for target audience in the media		
	++ Discovery of value in texts outside own repertoire of personal favourites		
	++ Development of own criteria for evaluating likes and dislikes at a beginner's level		
	<b>• Describing and explaining how and why s/he reads through:</b>		
	Identification in teacher/peer discussions of some of the strategies s/he uses when meaning-making breaks down		
	+ Reading of own and others' writing as a reader at a beginner's level. See also Competency 2		
	++ Discussion of personal use of reading as a means of exploring and developing thinking, ideas, imagination and feelings. See also Competency 4		
	++ Conversations with the teacher about some features of own response process		

<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		
	+ Comparison of current reading strategies and text preferences with prior strategies and preferences		
	+ Answering of reflective questions about her/his growth in reading processes and current text preferences		
	<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		
	+ An ongoing collection of representations of her/his reading with teacher support		
	<p><b>• The development, over time, of a repertoire of reflective strategies that include:</b></p>		
	Conversations with teachers and peers		
	+ A record of changes in own reading tastes and approaches		
	+ Use of own criteria to evaluate texts read, heard or viewed		
	++ Identification of own purposes and uses of reading		
	++ Posing and answering of questions about own reading		
	++ Revision, with guidance, of own reflections to clarify them and to monitor reading development		
	<p>Selection of representations of reading for integrated ELA portfolio, for an increasing variety of reasons including pieces:</p>		
	- that s/he likes most		
	+ - that s/he learned most from		
	+ - for which s/he received the best response from others		

SELF EVALUATION (cont)	<b>• The development, over time, of a repertoire of reflective strategies that include: (cont)</b>		
	++ that reveal the most about him/herself as reader		
	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:		
	setting of learning goals in reading		
	monitoring of progress toward her/his goals with teacher		
	+ - distinguishing attainable goals from unattainable goals at a beginner's level		
	+ - distinguishing of short- and long-term goals		

## COMPETENCY 2

### TO WRITE SELF-EXPRESSIVE, NARRATIVE AND INFORMATION-BASED TEXTS

#### WRITING SYSTEM: UNDERSTANDING LANGUAGE

The student understands that writing is a communication system and assigns meaning to her/his texts by:

<ul style="list-style-type: none"> <li>• <b>Self-selection of own topics, structures and features, based on purpose and audience</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Writing to a familiar audience (peers, family, trusted adults) in order to express meaning(s):</b></li> </ul>			
Pictures, symbols and/or signs integrated with print. See also Competency 3 on integrating visuals into writing, and the Cross-Curricular Competency, Creativity			
Identification of purpose for writing			
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			
<ul style="list-style-type: none"> <li>+ • <b>Using the linguistic structures and features of texts in own writing:</b></li> </ul>			
<ul style="list-style-type: none"> <li>+ Experimentation with the register of a text in a relevant context or situation for a specific purpose and for a familiar audience of peers, family and friends, e.g. in a note to a friend or a note to the principal, on a Web site s/he is creating, in a story in the role of a familiar adult or younger child. See also Competency 4 for uses of storytelling and classroom drama</li> </ul>			
<ul style="list-style-type: none"> <li>+ Reflection about strengths and learning goals through writing selections already accumulated in a portfolio</li> </ul>			
Syntactic structures that carry meaning: the structure of a question, a request, an apology			
<ul style="list-style-type: none"> <li>++ Selection of ways to influence a familiar audience in self-expressive and narrative texts, e.g. through word choices, such as using sound-words, such as swoosh; an appropriate register, such as friends talking together; and an appropriate syntax, e.g. variety of sentence types. See also Competency 1 concerning reading-writing connections and Competency 4 for uses of storytelling and classroom drama</li> </ul>			

<p>WRITING SYSTEM: (cont) UNDERSTANDING LANGUAGE</p> <p>The student understands that writing is a communication system and assigns meaning to her/his texts by:</p>	<p><b>+ • Using the linguistic structures and features of texts in own writing: (cont)</b></p>			
	<p>++ Syntax that is chosen in order to add meaning to a text, given purpose, audience and context, e.g. repetition, length and variety of sentences</p>			
	<p>++ Experimentation, at a beginner's level, with different syntactic structures that are appropriate to purpose, audience and context, e.g. style of mystery story, dialogue to add humour or intrigue, melodrama, suspense, etc.</p>			
	<p>++ Some control of the following linguistic features: tenses, verb/subject agreement, voice, i.e. first, second, third person</p>			
	<p>++ Adaptation of the structure and features of different texts to different requirements, given the context, e.g. register and syntax of a postcard, letter, or flyer are different</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>			
	Getting things done			
	Personal needs			
	For pleasure			
	Clarifying thoughts			
	Solving problems			
	Expressing ideas and feelings			
	Recording experiences			
	Developing and exploring new ideas and information			
	<p><b>• Discussions with peers and teacher in order to:</b></p>			
	Share ideas for topics, purposes, text types. See also Competency 4 for importance of talk in learning			
Plan, share, clarify and extend thinking. See also Competency 4 on language for learning and peer collaboration				

<p>WRITING PROCESS (cont).</p> <p>The student follows a writing process that includes</p>	<ul style="list-style-type: none"> <li>• <b>Discussions with peers and teacher in order to:</b></li> </ul>			
	+ Seek feedback in role of writer, e.g. does this make sense? What have I left out?			
	+ Respond like a reader (i.e. not as an editor) to writing of peers by focusing on the meaning of the text for her/him, e.g. I like the way you described the boy; I am not sure what you mean in this part			
	+ Explore strategies for beginning to craft, revise and edit significant pieces of writing			
	<ul style="list-style-type: none"> <li>• <b>Exploratory prewriting activities appropriate to purpose, audience and con-text for the writing:</b></li> </ul>			
	Brainstorming for information and asking questions			
	<ul style="list-style-type: none"> <li>• <b>Exploratory prewriting activities appropriate to purpose, audience and con-text for the writing: cont.</b></li> </ul>			
	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:			
	<ul style="list-style-type: none"> <li>• <b>Writing activities that nourish the development of a process for producing written texts:</b></li> </ul>			
	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			
+ Seeking response to writing from peers and teacher				
+ Selection of some pieces of writing to develop more fully, in collaboration with teacher, e.g. to publish as a book, as part of a display, as a letter to a friend, parent or trusted adult, as a flyer, as a part of a class anthology				
One or two strategies for crafting and revising own writing, on a trial-and-error basis:				
-Talking about own writing				

<p>WRITING PROCESS (cont).</p>	<p><b>• Writing activities that nourish the development of a process for producing written texts: (cont)</b></p>			
<p>The student follows a writing process that includes</p>	<p>+ Seeking feedback, rereading favourite texts to make discoveries about what the author did</p>			
	<p>++ Questioning own texts as a writer, e.g. Does this lead draw my readers in? Does the text say what I want it to say?</p>			
	<p>++ -Talking about personal revision process, e.g. how I make my writing more exciting; what I do when I am stuck. See also concept of writer's craft</p>			
	<p>+ Initial editing skills, with guidance from teacher and in collaboration with peers: understanding of how to find and correct a specified error; mini-lessons on areas in need of review; developing an editing checklist</p>			
	<p>Self-edits with focus on a limited number (1 or 2) of writing conventions at own developmental level:</p>			
	<p>-Checks for end punctuation in pairs by reading aloud</p>			
	<p>+ Proofreads for known words, checks spelling of words that do not look right, checks for basic punctuation and capitalization</p>			
	<p>++ Checks for new paragraphs and punctuation when using dialogue, checks for consistent voice (first, second or third person)</p>			
	<p>+ Feedback from peers and teacher requested and received for final editing of text</p>			
	<p>Re-presentation of personally meaningful texts as published pieces for intended familiar audience</p>			

<p>KNOWLEDGE OF TEXTS: READING-WRITING CONNECTIONS</p> <p>The student comes to understand that texts are social and cultural products by:</p>	<p><b>• Experimentation with familiar structures and features of different text types in own writing:</b></p>		
	Based on wide repertoire of texts read, viewed in the media and encountered in her/his community		
	To suit own purpose and audience		
	+ Some features of familiar narrative and information-based texts transferred into own writing, e.g. maps and graphs to present information, some conventions of narrative texts: character, dialogue and events		
	+ Development of control, through trial and error, of familiar structures and features of texts in own writing, e.g. begins to use dialogue, explores ways of creating suspense, begins to develop characters in stories, etc		
	<p><b>• Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation):</b></p>		
	- Development of spelling conscience: rules, generalizations and patterns of written language, i.e. spelling, applied at appropriate developmental level		
	<p>Growing repertoire of developmentally appropriate spelling strategies:</p>		
	- Approximations, phonetic representation, visual patterns and common letter sequences, common structural patterns		
	+ - Class and personal word lists, generalizations drawn from focusing on groups of words, e.g. rules for plurals		
+ Integration of some basic writing conventions in own writing on a trial-and-error basis			
++ Use of some basic writing conventions. See self-editing in writing activities			

<p>KNOWLEDGE OF TEXTS: (cont)</p> <p>READING-WRITING CONNECTIONS</p> <p>The student comes to understand that texts are social and cultural products by:</p>	<p><b>• Concept of writer's craft:</b></p>			
	<p>+ Guided discussion and questioning of texts read, listened to and produced in order to discover how the text works, e.g. How did the author craft her/his writing? How did she begin? Why did he end that way? How did she create suspense?</p>			
	<p>++ Some techniques used experimentally in own writing, for own purposes, drawn from guided explorations of texts read, viewed and produced by others, e.g using snapshots and flashbacks, showing not telling, using sensory details, ways of writing authentic non-fiction</p>			
	<p>++ Structures and features of texts: different kinds of details about setting in story related to context, creating suspense, crafting leads in authentic non-fiction, pictures and captions in non-fiction text, conventions of specific text types such as fairy tale, mystery, etc.</p>			
<p>PROFILE OF SELF AS WRITER</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>			
	<p>See Writing Process—purpose and context for writing, above</p>			
	<p>+ Use of writing in order to make thinking visible and reflect on learning, e.g. through subject learning logs, in journals</p>			
	<p>++ Initial understanding of how to adjust writing to needs of a familiar audience: planning, sustaining and revising of significant texts for a familiar audience that have a personally relevant purpose, development of a spelling conscience and use of the necessary resources, e.g. dictionary, thesaurus, Internet and human, as required</p>			
	<p>++ Conventions of writing, e.g. grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (capitalization, punctuation and spelling) used as tools a writer would use to communicate</p>			
	<p>++ Adaptation of personal writing process to different writing contexts, purposes and (familiar) audiences</p>			

<p><b>PROFILE OF SELF AS WRITER (cont)</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>• Personal contribution to the development of a writing community in the classroom through:</b></p>			
	<p>Connections made between reading, writing and interactions with peers, risk-taking in order to learn the writer's craft, decisions made about own writing</p>			
	<p>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</p>			
	<p>+ Feedback from a familiar audience of peers, family and trusted adults during the writing process initiated by student</p>			
	<p>++ Criteria for "good" writing discovered and developed from texts read, viewed and listened to, e.g. finds a place in the text that is effective and questions what the author did</p>			
	<p>++ Criteria for "good" writing related to text type, purpose and audience, e.g. the importance of creating suspense in a mystery, the use of accurate facts, interesting ideas and authenticity in non-fiction</p>			
	<p>++ Initial assessment of own writing through the lens/profile of self as a reader</p>			
	<p>++ Initial research of a relevant issue, experience or event in own life in order to: think about a problem, make decisions or inform peers as an expert, e.g. deciding to buy a pet, choosing a camp, taking on a new responsibility, exploring a pressing school- or community related problem. See also Competency 4, the inquiry method</p>			
	<p>++ Collaboration with peers in a specified process for purposeful, guided inquiry, including finding a topic that arouses curiosity, developing questions, doing research, organizing ideas and presenting findings to peers. See also Methodological Cross-Curricular Competencies</p>			

<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>			
	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			
	+ Portfolio contains different text types written for a variety of personal purposes			
	<p><b>+ – • Active participation in student/teacher conferences about writing strategies and writing process:</b></p>			
	+ With teacher, in order to talk about likes, dislikes and own development over time in context of integrated ELA portfolio			
	+ Guided discussion of realistic individual learning goals set by the student, based on experiences writing and sharing texts with peers and teacher. See also Competencies 1, 3 and 4 for related activities			
	++ Initial, guided discussion of writing process with teacher to focus on the audience for the student's written texts			
	++ Discussion of and commitment to individual learning goals supported by teacher and related to student's experience as a writer			
	++ Based on narrative, popular and information-based texts written for a variety of personal purposes and familiar audiences. See also Competency 4 for related activities			

### 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		
	++ Identification of how these images contribute to the messages/meanings of various media texts		
	<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.		
	++ Use of repertoire of communication strategies when meaning breaks down and/or to sustain meaning		
	<ul style="list-style-type: none"> <li>+ • <b>Structures and features of texts:</b></li> </ul>		
	+ Comparison of structures and features of familiar media texts, e.g. sees that two ads for children are trying to sell something in different ways		
	+ Recognition that charts, maps, captions, time lines and graphs in different texts may convey information not found elsewhere in the text		
	++ Use of these visual texts (above) to communicate information in group productions of media texts		
	++ Location of similar structures and features in media texts, e.g. sees that two different movies both tell a story, knows that posters and flyers use the same features (tag lines, large picture) even if purpose differs		
	++ Use of familiar structures and features to respond to and produce media texts		

<p>STRATEGIES FOR CONSTRUCTING MEANING (cont)</p> <p>When responding to and producing texts, the student constructs meaning through:</p>	<p>+ • <b>Structures and features of texts: (cont)</b></p>			
<p>RESPONSE PROCESS AND MEDIA</p> <p>The student uses a response process in order to:</p>	<p>++ Applying her/his understanding of the structures and features of a range of familiar (media) texts to unlock their message(s)/meaning(s) (See Production Process for required texts)</p>			
	<p>• <b>Make meaning of a media text by:</b></p>			
	<p>Brainstorming</p>			
	<p>Drawing on prior knowledge</p>			
	<p>Sharing responses with peers</p>			
	<p>Making connections to own experiences</p>			
	<p>Returning to text</p>			
	<p>+ Considering some of the functions of different, familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information i.e. entertainment, promotion and information</p>			
	<p>+ Using structures and features of the medium and text type in order to clarify meaning and explain her/his response, in collaboration with peers. See also related activities in response to written texts in Competency 1</p>			
	<p>++ Confirming, in collaboration with peers and teacher, that a media text can contain more than one meaning or message</p>			
	<p>++ Identifying and discussing some of the ways in which pictures, illustrations, popular symbols and signs and images enhance the message(s)/meaning(s) in media texts designed for young viewers</p>			
	<p>++ Using text to support interpretation of characters' points of view in narrative and popular texts</p>			
<p>++ Responding to messages on the computer, e.g. multi-media software, E-mail. See also Methodological Cross-Curricular Competency—ICT NOTE: See also the response and writing processes in Competencies 1 and 2, as well as Competency 4, Talk for Learning and Thinking.</p>				

<p>RESPONSE PROCESS AND MEDIA (cont)</p> <p>The student uses a response process in order to:</p>	<p>• Consider some of the functions of the media through:</p>			
	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			
	+ Identifying her/his understanding of the message(s)/meaning(s) of familiar media texts			
	+ Looking at some functions of different, familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information			
	+ Locating texts that entertain and inform by searching the Internet. See response to written texts in Competency 1			
	++ Describing some of the features of media texts, with content aimed at viewers of the same age and younger, that entertain, inform and promote			
	++ Locating examples from some features of age-appropriate texts that indicate the target audience			

<p><b>VIEW OF THE WORLD THROUGH MEDIA</b></p> <p>The student understands that texts are social and cultural products through:</p>	<p><b>• Own response and responses of others:</b></p>			
	+ Comparison of own response with those of peers in order to support and enrich own understanding. See also Key Features 1 and 2 in Competency 4 for use of talk in learning			
	++ Investigation, with teacher's guidance, of how different media text types construct reality for us, e.g. the portrayal of certain animals (e.g. wolf, owl), values promoted in familiar television commercials, e.g. McDonald's, The Gap, toy commercials aimed at younger children			
	++ Exploration, with guidance, of some of the structures and features for communicating and presenting information in age-appropriate popular and information-based media texts, e.g. a text that explains a process, a television documentary about wolves, a Web site, etc.			
	++ Exploration of how the structures and features of texts shape meaning for audience, e.g. What do commercials on television do to make me want the product? What is the purpose of the popular logo? How do colour and music affect my response? See also Critical Judgment, Intellectual Cross-Curricular Competencies			
	Use of photographs:			
	-Family photographs:			
	-For storytelling, with guidance			
	+ - exploration of their function as a means of recording important events and memories			
	++ Familiar photographs from home, of favourite TV or film personalities, or of a well-known event:			
++ exploration of their function as a means of recording important events and memories in her/his own life or as a member of a community				

VIEW OF THE WORLD THROUGH MEDIA (cont)	<b>• Real and Imaginary Worlds:</b>		
	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		
	+ Returning to text to make sense of real and imaginary events		
	+ Exploration and discussion of the distinguishing features of real and imaginary events and characters		
	+ Tentative interpretation of the feelings, thoughts and motives of real and imaginary characters in discussions with peers		
+ Exploration of the depiction of heroes and heroines, both imaginary and real, in the media			

<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			
	+ posters and signs, charts, graphs and time lines, comic strips, computer-assisted graphic reproductions, models from instruction booklets, surveys of viewing habits, magazine for peers			
	++ Photo essay, advertisements, short research project (with guidance)			
	Immersion in the text type to be produced and discussion of its structures and features. See also Competency 1, Response Process and Reading			
	+ Creation of criteria for guiding production:			
	+ – Initial consideration, based on her/his knowledge of familiar text type, e.g. features of an effective poster, narrative film, video, news story, etc.			
	Exploratory planning in a risk-taking environment that promotes trial and error and includes:			
	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			
	+ writing of script, storyboard or rough draft of project			
	++ a wider audience of younger children, peers and familiar adults			

<p>PRODUCTION PROCESS (cont)</p> <p>The student follows a process in collaboration with peers that includes the following stages:</p>	<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			
	+ Incorporate appropriate communication strategies and resources given the text type and the context, i.e. purpose, audience, message/meaning. See also Strategies section, Competency 3 and Creativity in Cross-Curricular Competencies			
	Function as narrative media text type			
	Function as popular media text type			
	+ Function as information-based text type:			
	+ – communicates information to familiar audience			
	++ follows an appropriate, prescribed procedure to locate, organize and present information, with guidance, on a familiar topic. See also Competency 2, Writing Process			
	++ gathers and sorts information, as a beginner and with guidance, on a familiar topic from various media, e.g. Internet, multimedia software, television, books, etc.			
	+ Use mixed media, e.g. images and words. See also Competency 2 for integrating writing and the media and Methodological Cross-Curricular Competency—ICT			
	++ Use mixed media and multimedia resources, e.g. images and words, computer, VCR			
	++ Entertain, inform and persuade. See also Competency 2 for integrating writing and the media and Methodological Cross-Curricular Competency—ICT			
	<p><b>• Use different technologies in order to construct a variety of text types:</b></p>			
	Simple word processing			
	+ Multimedia resources to support learning, e.g. interactive books, educational software, multimedia encyclopedias. See also Competencies 1 and 2 and other disciplines for integration			

<p><b>PRODUCTION PROCESS (cont)</b></p> <p>The student follows a process in collaboration with peers that includes the following stages:</p>	<p><b>• Use different technologies in order to construct a variety of text types: (cont)</b></p>			
	<p>An audio recorder to listen to or record a story. See Methodological Cross-Curricular Competency—ICT</p>			
	<p>+ VCR, audio recorder and other technologies. See Methodological Cross-Curricular Competency—ICT</p>			
	<p><b>• Post production:</b></p>			
	<p>In collaboration with group members:</p>			
	<p>Review of texts produced (i.e. from list above) in order to focus on message/meaning</p>			
	<p>+ Guidance with initial editing of text</p>			
	<p>+ Seeking of feedback from peers</p>			
	<p>Presentation of text to intended audience</p>			
	<p>Self-evaluation of text produced. See Self-Evaluation in this section</p>			
<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>			
	<p>In order to talk about and reflect on productions of texts listed above and responses on a regular basis throughout the cycle</p>			
	<p>In order to discuss pleasure taken in viewing, producing and discussing media texts intended for children of the same age</p>			
	<p>+ In order to present a range of responses and productions of texts listed above in an organized way</p>			
	<p>++ Including some short written pieces about some of her/his viewing/reading and producing strategies written for peers or the teacher</p>			
	<p><b>• Active participation in guided student/teacher oral conferences about:</b></p>			
	<p>Own media productions, (with prompting in Cycles One and Two)</p>			
	<p>Some of her/his viewing and production strategies</p>			
	<p>Favourite (media) text types</p>			
	<p>+ Likes, dislikes and own development over time</p>			
	<p>++ How personal values compare with those in narrative, information-based and popular media texts</p>			

<p>SELF EVALUATION (cont)</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>Development of learning goals, with guidance:</b></p>			
	<p>+ Beginning to articulate realistic individual learning goals based on experiences producing texts. See Competencies 1, 2 and 4 for related activities</p>			
	<p>++ Discussion of and commitment to attainable individual learning goals based on experiences producing (media) texts. See also Competency 4 for related activities</p>			

COMPETENCY 4 TO USE LANGUAGE TO COMMUNICATE AND LEARN				
Evaluation Criteria				
<p>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.</p>	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			
	++ Selects, from a known repertoire, effective and appropriate strategies for problem solving in a specific context			
	++ Organizes communication to achieve a specific purpose with a familiar audience			
	Self-evaluates her/his language development, with guidance			
	<p>LANGUAGE TO COMMUNICATE</p> <p>The student uses language to communicate information, experiences and point of view by:</p>	<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				
+ Experimentation with form				
++ Modelling possible social roles and behaviours				

<p>LANGUAGE TO COMMUNICATE (cont)</p> <p>The student uses language to communicate information, experiences and point of view by:</p>	<p><b>• Participating in collaborative improvisation and role-playing activities to communicate experiences and responses: (cont)</b></p>		
	++ Linking of several scenes to create a long improvisation		
	++ Creation of a scene, given only an image or a line		
	++ Enactment of a specific solution or problem, during a process of discussion or problem solving		
	<p>Participating in collaborative storytelling activities to communicate experiences and responses:</p>		
	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		
	++ linking of several stories to create a longer story		
	<b>+ • Responding to the ideas and points of view of others with sensitivity and interest</b>		
	<b>+ • Talking through new ideas and information</b>		
	<b>+ • Shaping of communication to achieve its purpose and to meet the needs of the listener/audience:</b>		
	+ 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		
	++ Use of bandwagon appeal or "everybody is doing/buying/wearing..."		
	<b>• Demonstration of confidence in communicating, built on a growing control of language</b>		
	<b>++ • Developing of new vocabulary to express new ideas and to meet the demands of different social contexts, e.g. terms from other disciplines, such as social science, maths, etc.</b>		

<p><b>LANGUAGE TO COMMUNICATE</b> (cont)</p> <p>The student uses language to communicate information, experiences and point of view by:</p>	<p><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></p>			
	<p><b>++ • Examining of alternative points of view and providing reasons for choosing one over the other</b></p>			
<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><b>• Participating in collaborative reading, writing, viewing, visually representing, listening and talking activities: cont.</b></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>+ Planning of a cross-curricular or mixed media project. See also the Program of Programs and Competency 3</p>			
	<p>+ Preparing an account of a maths or science investigation</p>			

<p>TALK FOR LEARNING AND THINKING (cont.)</p> <p>The student uses language (talk) for learning and thinking by:</p>	<p><b>• Practising effective strategies for problem solving:</b></p>		
	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		
	<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>+ • 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</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><b>+ • 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:</b></p>		
	+ 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		

<p>TALK FOR LEARNING AND THINKING (cont.)</p> <p>The student uses language (talk) for learning and thinking by:</p>	+ 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			
	+ • <b>Questioning and challenging of different points of view/perspectives. See also Competency 1</b>			
	+ • <b>Use of technology resources for problem solving and communication of thoughts and ideas, e.g. educational software, videos and logical thinking programs</b>			
	+ • <b>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</b>			
	++ • <b>Expansion of knowledge base by accommodating or integrating new ways of thinking</b>			
	++ • <b>Development of strategies to use prior knowledge effectively, e.g.</b>			
	++ Collaborative talk			
	++ Sharing ideas			
	++ Rereading and discussion of relevant texts (See also Competency 3)			
	++ • <b>Mobilizing prior knowledge and knowledge of procedures to accomplish a task effectively, e.g. for problem solving. See also Competency 2 and 3</b>			

<p>TALK FOR LEARNING AND THINKING (cont.)</p> <p>The student uses language (talk) for learning and thinking by:</p>	<p>++ • <b>Qualifying communication by a variety of strategies, e.g. connecting of parts to the whole, making of causal connections, ranking of ideas in order of importance, etc.</b></p>			
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<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		
	+ Improvisation		
	+ Interviewing		
	+ Choral reading and speaking		
	+ Book talks and literature circles. See also Competency 1		
	<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		
	+ Physical movement		
	+ Silence		
	+ • <b>Investigating, with guidance, different ways of shaping oral discourse to satisfy a variety of needs</b>		
	+ • <b>Investigating different methods of generating, ordering, expanding and judging oral discourse effectively</b>		
	+ • <b>Adopting appropriate tone of voice and intonation patterns to convey meaning</b>		
+ • <b>Clarifying the way in which familiar text types are organized and/or structured. See also familiar text types in Competencies 1 to 3</b>			
++ • <b>Controlling most of the linguistic patterns and features needed to develop and present ideas and information in familiar situations</b>			

<p><b>COLLABORATIVE GROUP ACTIVITIES</b></p> <p>The student interacts in collaborative group activities in a variety of roles by:</p>			
	<ul style="list-style-type: none"> <li>• <b>Using a range of strategies to assist communication within the group:</b></li> </ul>		
	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		
	<ul style="list-style-type: none"> <li>• <b>Participating in group activities in a variety of roles:</b></li> </ul>		
	Trying out different roles		
	Experimenting with strategies appropriate to each role		
	Taking part in improvisation, role-playing and storytelling activities		
	<ul style="list-style-type: none"> <li>• <b>Demonstrating commitment to the purpose established by the group:</b></li> </ul>		
	Making helpful suggestions		
	Encouraging others		
	Listening attentively		
	+ Listening critically		
	+ Using language strategies to support communication		
	<ul style="list-style-type: none"> <li>+ • <b>Taking responsibility for preparing and carrying out own part in a collaborative activity:</b></li> </ul>		
	+ 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			

<p><b>COLLABORATIVE GROUP ACTIVITIES (cont)</b></p> <p>The student interacts in collaborative group activities in a variety of roles by: (cont)</p>				
	<p><b>+ • Selecting and planning of small-group activities, with guidance:</b></p>			
	<p>+ Planning, defining and carrying out a multimedia or cross-curricular project. See also Competency 3</p>			
	<p>+ Preparing an account of a social studies, math or science investigation</p>			
	<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>			
	<p><b>+ • Listening critically and responding to members of the group:</b></p>			
	<p>+ Questioning, supporting and defending the ideas of others. See also collaborative processes in Competencies 1 to 3</p>			
	<p>++ Linking and/or relating of ideas</p>			
	<p><b>+ • Offering alternative solutions to problems and providing reasons</b></p>			
	<p><b>++ • Supporting the feedback process in discussion:</b></p>			
	<p>++ Adding to the contributions of others. See also Competencies 1 to 3</p>			
	<p>++ Confirming and re-confirming the contributions of others. See also Competencies 1 to 3</p>			
	<p>++ Expressing empathy and encouragement. See also Competencies 1 to 3</p>			
	<p>++ Disagreeing cordially with others. See also Competencies 1 to 3 for group work</p>			
<p>++ Negotiating a working agreement. See also Competencies 1 to 3 for group work</p>				

<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 through conversations with the teacher and peers that include:</p>	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			
	Demonstrating emerging positive social and ethical attitudes and behaviours when using technology resources			
	Identifying the processes and strategies used in learning and thinking through language, i.e. the "how" of learning, with guidance			

## Suggestions for Using Information and Communications Technologies (ICT)

	<ul style="list-style-type: none"> <li>• Use of input devices (mouse, keyboard, remote control) and output devices (monitor, printer) to operate computers, VCRs, audiotape recorders and other technologies</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use of variety of media and technology resources (CD-ROM, video camera, digital camera, graphics tools, scanners, editing equipment for directed and independent learning</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use of interactive reading and writing software to support learning</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use of developmentally appropriate and accurate terminology to talk about media and technology resources</li> </ul>			
	<ul style="list-style-type: none"> <li>• Responsible use of technology systems and software</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use of tools and peripherals to enhance personal productivity, to expand knowledge about language and to support learning throughout the curriculum</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use of telecommunications to access remote information, to send and receive messages and to support personal interests</li> </ul>			
	<ul style="list-style-type: none"> <li>• Proper use of technology and the selection of appropriate technology and resources to respond to specific problems and activities</li> </ul>			