



Manitoba Rural Learning Consortium Early Years English Language Arts Essential Learning Document

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This document has been developed by Early Years teachers from across rural Manitoba. The mRLC Early Years English Language Arts Essential Learning Cohort was made up of the following members:

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Introduction

This draft document is intended to support Early Years teachers in planning, teaching, assessing, and reporting on their English Language Arts programs. The document has been designed to correlate the categories from the new provincial report card with the clusters, essential learning (big ideas), and specific learning outcomes from the Manitoba English Language Arts Curriculum. It is important to note that the attached templates are intended to serve as an example of how teachers might identify essential learning and cluster specific learning outcomes. Therefore, the templates may be viewed as a pathway and support document to help teachers in implementing the English language Arts curriculum and the new provincial report card. Teachers are encouraged to continue to innovate their practice and inspire their students.

The document should be used alongside the Manitoba Curriculum Framework of Outcomes for English Language Arts, as well as the Foundation for Implementation documents.

What is literacy?

What is literacy? A literate student is one who:

- Takes risks in language learning.
- Is tenacious about language learning.
- Listens to others and shares own insights into language learning.
- Reads, hears, views and understands a variety of fiction and non-fiction texts.
- Grows in ability to glean literal and inferential information from oral, literary and media text.
- Is a strategic learner - uses strategies effectively and flexibly to read, understand and respond to texts.
- Is curious about words and ideas and concepts - plays with language; shows a language "spirit".
- Works effectively in groups and cooperates/collaborates with others.
- Expresses experiences, ideas, knowledge and feelings both formally and informally.
- Effectively and flexibly engages the writing process.
- Expresses ideas and information using a variety of forms / genres and techniques.

Critical Thinking Early Years Sample

Mainly GLO 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Report Card Categories	↓	Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Critical Thinking		1.1 Discover and Explore SLOs 1.1.2 Consider others' ideas 1.1.4 Express preferences 1.1.5 Set goals 5.2.4 Evaluate group process	Reflecting on language learning Expressing ideas and listening to others	Students will understand that they have a personal responsibility to continually grow in language learning.	How does listening to others help me understand? How can I get better at making meaning? How can I get better at communicating my ideas?	It is recommended that teacher teams meet and select essential vocabulary for their levels. E.g. 1 - Early Years reflect personal responsibility goals information manage information understand prefer preference consider explain
		1.2 Clarify and Extend SLOs 1.2.1 Develop understanding 1.2.2 Explain opinions 1.2.3 Combine ideas 1.2.4 Extend understanding	Using experiences and new information to understand self and others Managing information and ideas to help understanding	Students will understand that managing information, experiences and ideas help them to better understand their world.	How do my experiences help me understand new ideas? Why should I listen to others? Why should I organize my thoughts? Why should I ask questions?	

Comprehension Early Years Sample

Mainly GLO 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary and media texts.

Report Card Categories ↓	Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Comprehension	2.1 Use Strategies and Cues SLOs 2.1.1 Prior knowledge 2.1.2 Comprehension strategies 2.1.3 Textual cues 2.1.4 Cueing systems 3.2.5 Make sense of information	Using strategies and cues to construct meaning	Students will understand that using cueing systems and comprehension strategies construct and confirm meaning.	Which strategies should I use when reading? Why should I consciously think about which strategies I'm using to make meaning? What is an inner conversation?	It is recommended that teacher teams meet and select essential vocabulary for their levels. E.g. 2 - Early Years Does it sound right? Does it look right? Does it make sense? visualizing fix-up strategies asking questions making connections making inferences synthesizing determining importance text
	2.2 Respond to Text SLOs 2.2.1 Experience various texts 2.2.2 Connect self, texts and culture 2.2.3 Appreciate the artistry of texts	Experiencing and connecting to a variety of texts Shaping view	Students will understand that their view is shaped by the connections they make to a variety of texts.	What can texts teach me? What can texts offer us? How are other lives and places like mine?	
	2.3 Understand Form and Techniques SLOs 2.3.1 Forms and genre 2.3.2 Techniques and elements 2.3.3 Vocabulary 2.3.4 Experiment with language 2.3.5 Create original text	Recognizing that texts have patterns Engaging their audience using author techniques	Students will understand that recognizing text structures and author techniques contribute to constructing meaning and engagement.	Why should I experiment with words? How do authors interest us in their stories? How do I find patterns in text? How does knowing a text pattern help me understand?	

* All of the above are practiced through reading, listening and viewing.

Learning experiences must be planned to practice and assess outcomes and enduring understandings via all 3 lenses.

Students practice outcomes and enduring understandings by the processes of reading, listening and viewing.

Critical Thinking Early Years Sample

Mainly GLO 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

Report Card Categories	↓	Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Critical Thinking	*Writing	3.1 Plan and Focus SLOs 3.1.1 Use personal knowledge 3.1.2 Ask questions 3.1.3 Contribute to group inquiry 3.1.4 Create and follow a plan	Asking questions Formulating a plan	Students will understand that asking questions and formulating plans help determine information needs.	How do I make a plan to find out what I need to know? How do I ask “big” questions?	It is recommended that teacher teams meet and select essential vocabulary for their levels.
		3.2 Select and Process SLOs 3.2.1 Identify personal and peer knowledge 3.2.2 Identify sources 3.2.3 Assess sources 3.2.4 Assess information	Recognizing and identifying useful information Managing information	Students will understand that identifying useful information helps to manage and make sense of information.	How do I assess my sources? Does this information make sense? Why do I need to find a variety of sources?	
		3.3 Organize, Record and Assess SLOs 3.3.1 Organize information 3.3.2 Record information 3.3.3 Evaluate information 3.3.4 Develop new understanding	Managing information Evaluating information Developing new understandings	Students will understand that information is managed for a purpose to develop new understandings.	Why should I organize information? How do I learn new ideas?	

* All of the above are practiced through writing, speaking and representing.
 Learning experiences must be planned to practice and assess outcomes and enduring understandings via all 3 lenses.
 Students practice outcomes and enduring understandings by the processes of writing, speaking and representing.

Communication Early Years Sample

Mainly GLO 4: Students will listen, speak, read, write, view and represent to enhance clarity and artistry of communication.

Report Card Categories ↓		Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Communication	*Writing	4.1 Generate and Focus SLOs 4.1.1 Generate and focus 4.1.2 Choose forms 4.1.3 Organize ideas 2.3.5 Create original text	Organizing ideas around a topic Selecting a form for audience and purpose Composing	Students will understand that there are a variety of ways to engage their audience when composing.	How do I choose which form to use? What is the pattern of the form I chose? How do different forms/genres work? How do I focus my ideas?	It is recommended that teacher teams meet and select essential vocabulary for their levels.
	*Speaking and Representing	4.2 Enhance and Improve SLOs 4.2.1 Appraise own and others' work 4.2.2 Revise content 4.2.3 Enhance legibility 4.2.4 Enhance artistry 4.2.5 Enhance presentation 1.1.3 Experiment with language and form	Sharing and revising own and others' work using criteria Enhance language	Students will understand that sharing/appraising own and others' work gives new ideas to revise content and enhance presentation of content.	How does sharing my work with others improve my (writing/speaking/representing)? Why should I revise? How can I become a great communicator?	

* All of the above are practiced through writing, speaking and representing.

Learning experiences must be planned to practice and assess outcomes and enduring understandings via all 3 lenses.

Students practice outcomes and enduring understandings by the processes of writing, speaking and representing.

(Communication/GLO 4 continued on next page)

Communication/GLO 4 (cont'd)

Report Card Categories ↓	Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Communication	4.3 Attend to Conventions SLOs 4.3.1 Grammar and usage 4.3.2 Spelling 4.3.3 Punctuation and capitalization *Writing	Patterns/conventions of the English language	Students will understand that effective use of language conventions/rules helps the audience understand the text/author's intention/message.	Why does editing matter? Why does spelling matter? Does my message sound right?	It is recommended that teacher teams meet and select essential vocabulary for their levels.
	4.4 Present and Share SLOs 4.4.1 Share ideas and information 4.4.2 Effective oral communication 4.4.3 Attentive viewing and listening 5.1.4 Celebrate special occasions *Speaking and Representing	Sharing through oral communication Attentive presentation and audience behaviours	Students will understand that there are a variety of ways to communicate and receive information that enhance the experience.	Why should I pay attention? Why do I make presentations to my class? How can I make my audience sit up and pay attention?	

* All of the above are practiced through writing, speaking and representing.
 Learning experiences must be planned to practice and assess outcomes and enduring understandings via all 3 lenses.
 Students practice outcomes and enduring understandings by the processes of writing, speaking and representing.

Communication Early Years Sample

Mainly GLO 5: Students will celebrate and build community.

Report Card Categories ↓	Specific Learning Outcomes	Concepts	Enduring Understandings	Essential Questions	Essential Vocabulary
Communication	5.1 Celebrate Community SLOs 5.1.1 Compare responses 5.1.2 Relate texts to culture 5.1.3 Appreciate diversity	Recognizing and connecting to the similarities and differences of others in texts	Students will understand that we're all different but part of the same community.	Are all people equal? How do my experiences shape me? How am I connected to others? What is a community?	It is recommended that teacher teams meet and select essential vocabulary for their levels.
	5.2 Encourage, Support and Laugh with Others SLOs 5.2.1 Cooperate with others 5.2.2 Work in groups 5.2.3 Use language to show respect	Effective group processes	Students will understand that considering others' ideas and abilities enhances the group process.	How do I work cooperatively with others? What is respectful language? How can I get others to join in?	