



GOVERNMENT OF
NEWFOUNDLAND
AND LABRADOR
Department of Education

Correlation

Primary English Language Arts Curriculum Guide
and
First Steps Oral Language Developmental Continuum

General Curriculum Outcomes (Speaking and Listening)

1. Students will speak and listen to explore, extend, clarify and reflect on their thoughts, feelings and experiences.

Curriculum Guide	First Steps Oral Language
Emergent	Beginning/Early
express feelings and give simple descriptions of past experiences	<ul style="list-style-type: none"> • expresses feelings (Early) • gives simple description of past events (Early)
begin to ask and respond to questions, seeking information (who? what? why? where? when?)	<ul style="list-style-type: none"> • understands simple questions (Beginning) • is beginning to question for information (Beginning) • constantly questions - <i>why, who, what, where, when</i> (Early)
express opinions (I like ...; I don't like ...)	<ul style="list-style-type: none"> • is able to express an opinion, e.g., <i>I don't like...</i> (Early)
listen to the ideas and opinions of others	<ul style="list-style-type: none"> • refines conversation skills, e.g., learns ways to enter conversation, takes turns during an interaction (Early)

General Curriculum Outcomes (Speaking and Listening)

1. Students will speak and listen to explore, extend, clarify and reflect on their thoughts, feelings and experiences.

Curriculum Guide	First Steps Oral Language
Early	Exploratory/Emergent
express thoughts and feelings and describe experiences	<ul style="list-style-type: none"> • uses language to describe objects, events and feelings (Exploratory) • distinguishes between, and describes, past and present experiences (Exploratory) • reflects on own and others' feelings, e.g., <i>I got mad at Nathan when he took my toys</i> or <i>It makes you sad, does it, Mum?</i> (Exploratory) • demonstrates abstract thinking by using verbs of cognition to express thoughts, hypotheses, wishes, e.g., <i>I wonder, hope, understand, think, believe, wish</i> (Emergent)
ask and respond to questions to clarify information or gather further information	<ul style="list-style-type: none"> • contributes appropriately to classroom interactions, showing or expressing puzzlement if something is not understood (Exploratory) • adapts language for social control, requests and for seeking information (Exploratory) • uses language to explain, enquire and compare (Exploratory) • constantly questions (Exploratory) • questions to clarify or gain further information (Emergent)
express opinions and give simple explanations for some of their opinions (I like.... because)	<ul style="list-style-type: none"> • uses language to describe objects, events and feelings (Exploratory) • demonstrates abstract thinking by using verbs of cognition to express thoughts, hypothesis, wishes, e.g., <i>I wonder, hope, understand, think, believe, wish</i> (Emergent)
listens to others' ideas and opinions	<ul style="list-style-type: none"> • takes conversational turns as speaker and listener (Exploratory/Emergent) • participates in group discussions (Emergent) • contributes appropriately to classroom interactions, showing or expressing puzzlement if something is not understood (Exploratory) • sustains one-to-one conversations with children and adults (Exploratory)

General Curriculum Outcomes (Speaking and Listening)

1. Students will speak and listen to explore, extend, clarify and reflect on their thoughts, feelings and experiences.

Curriculum Guide	First Steps Oral Language
Transitional	Emergent/Consolidated
describe, share and discuss thoughts, feelings and experiences and consider others' ideas to extend knowledge	<ul style="list-style-type: none"> • uses language to interact with peers e.g., collaborative activities (Emergent) • demonstrates abstract thinking by using verbs of cognition to express thoughts, hypothesis, and wishes, e.g., <i>I wonder, hope, understand, think, believe, wish</i> (Emergent) • communicates effectively by sharing ideas, offering advice, opinion and information and reacting to contributions of others (Consolidated)
ask and respond to questions to probe and clarify information and to explore possibilities or solutions to problems (e.g., interview, brainstorm)	<ul style="list-style-type: none"> • questions to clarify or gain further information (Emergent) • uses language to reason and argue (Emergent) • explains cause and effect, e.g., <i>She fell off the bar because she was trying a somersault for the first time, then her hand slipped</i> (Emergent) • continues to develop reason and logic, by attempting to draw conclusions, make inferences, justify and explain statements; asking questions and seeking confirmation (Consolidated) • investigates problems and sees a range of solutions (Consolidated) • initiates questions to gain clarification or further information (Consolidated)
express and explain opinions and respond to the questions and reactions of others with increasing confidence and fluency (e.g., interview, classroom discussion)	<ul style="list-style-type: none"> • uses language to interact with peers, e.g., collaborative activities (Emergent) • uses language to reason and argue (Emergent) • explains cause and effect, e.g., <i>She fell off the bar because she was trying a somersault for the first time, then her hand slipped</i> (Emergent) • participates in group discussions (Emergent) • communicates effectively by sharing ideas, offering advice, opinion and information and reacting to the contributions of others (Consolidated)

General Curriculum Outcomes (Speaking and Listening)

1. Students will speak and listen to explore, extend, clarify and reflect on their thoughts, feelings and experiences.

Curriculum Guide	First Steps Oral Language
Transitional	Emergent/Consolidated
listen critically to opinions and orally - presented texts and respond in a variety of ways (e.g., drama, art, webs)	<ul style="list-style-type: none"> • interprets texts from own point of view - expresses opinions, draws conclusions (Consolidated) • listens to evaluate, draw inferences and make judgements (Consolidated)
show increasing confidence in expressing and describing thought, feelings, and experiences (e.g., oral presentations, role playing, concerts, public speaking)	<ul style="list-style-type: none"> • takes into account audience and purpose when speaking (Emergent) • engages in more elaborate role play of characters or events encountered in stories (Emergent) • uses intonation, facial expressions, and gestures as tools for communicating ideas and feelings (Consolidated)

General Curriculum Outcomes (Speaking and Listening)

2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Curriculum Guide	First Steps Oral Language
Emergent	Beginning/Early
participate in conversation and in small- and whole-group discussion	<ul style="list-style-type: none"> refines conversation skills, e.g., learns ways to enter conversation, takes turns during an interaction (Early)
begin to use gestures and tone to convey meaning	<ul style="list-style-type: none"> uses non-verbal gestures, e.g., waves (Beginning) coordinates gestures and words, e.g., waves and says <i>Bye</i> (Beginning) co-ordinates gesture and tone of voice to convey meaning, e.g., <i>I love you, Mum</i> (cuddles) (Early)
respond to and give simple directions or instructions	<ul style="list-style-type: none"> follows simple directions (Beginning)
engage in simple oral presentations and respond to oral presentations and other texts	<ul style="list-style-type: none"> gives simple descriptions of past events (Early) is beginning to develop awareness of listener needs and begins to provide feedback information when introducing new topics, e.g., Nanna, I went shopping. Look at this (Early)

General Curriculum Outcomes (Speaking and Listening)

2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Curriculum Guide	First Steps Oral Language
Early	Exploratory/Emergent
sustain one-to-one conversations and contribute to small-and large-group interactions	<ul style="list-style-type: none"> • contributes appropriately to classroom interactions, showing as expressing puzzlement of something is not understood (Exploratory) • adapts language for social control, requests, and for seeking information (Exploratory) • sustains one-to-one conversation with children and adults (Exploratory) • takes conversational turns as speaker and listener (Emergent and Exploratory) • can sustain a conversation with a variety of audiences, e.g., teacher, peers, parents (Emergent) • participates in group discussions (Emergent)
uses intonation, facial expressions and gestures to communicate ideas and feelings	<ul style="list-style-type: none"> • uses tone, volume, pace, intonation pattern and gesture to enhance meaning (Emergent)
respond to and give instructions or directions that include two or three components	<ul style="list-style-type: none"> • follows instructions e.g., classroom routines, relaying messages (Emergent) • plans and gives instructions in a variety of situations, formal and informal, e.g., classroom routines, peer teaching (Emergent) • follows instructions that include two or three elements (Emergent)
engage in informal oral presentations and respond to a variety of oral presentations and other texts	<ul style="list-style-type: none"> • engages in more elaborate role play of characters or events encountered in stories (Emergent) • takes into account audience and purpose when speaking (Emergent)

General Curriculum Outcomes (Speaking and Listening)

2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Curriculum Guide	First Steps Oral Language
Transitional	Emergent/Consolidated
participate in conversation, small-group and whole-group discussion understanding when to speak and when to listen	<ul style="list-style-type: none"> • can sustain a conversation with a variety of audiences, e.g., teacher, peers, parents (Emergent) • takes conversational turns as speaker and listener (Emergent) • participates in group discussion (Emergent) • communicates effectively by sharing ideas, offering advice, opinion and information and reacting to contributions of others (Consolidated) • shows an increasing awareness of social conventions, e.g., <i>Could you tell me where...? Mrs. Carroll asked if you would....</i> (Consolidated)
engage in and respond to a variety of oral presentations and other texts (e.g., feedback forms, readers theatre, book talks, retellings, rap singing)	<ul style="list-style-type: none"> • takes into account audience and purpose when speaking (Emergent) • participates in group discussions (Emergent) • engages in more elaborate role play of characters or events encountered in stories (Emergent) • recognizes that language is adapted to meet social, situational and educational needs, e.g., the language of reporting is different from that of interviewing or story-telling (Consolidated) • demonstrates the ability to develop a topic in curriculum-related situations, e.g., reporting, describing, comparing (Consolidated)
show increasing awareness of the needs of the audience (e.g., adapt projection, eye contact, gestures, intonation and clarity to enhance communication)	<ul style="list-style-type: none"> • uses tone, volume, pace, intonation pattern, and gesture to enhance meaning (Emergent) • takes into account audience and purpose when speaking (Emergent) • uses intonation, facial expressions and gestures as tools for communicating ideas and feelings (Consolidated) • adapts language to meet difference social and situational needs, talking to friends at netball is different from meeting friends of parents (Consolidated)

<p>give and follow instructions and respond to questions and directions (e.g., math problems, computer programs)</p>	<ul style="list-style-type: none">• follows instructions, e.g., classroom routines, relaying messages (Emergent)• plans and gives instructions in a variety of situations, formal and informal, e.g., classroom routines, peer teaching (Emergent)• follows instructions that include two or three elements (Emergent)• follows complex sequences of instructions (Consolidated)• initiates questions to gain clarification or further information (Consolidated)
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General Curriculum Outcomes (Speaking and Listening)

2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Curriculum Guide	First Steps Oral Language
Transitional	Emergent/Consolidated
<p>become increasingly more aware of detail (e.g., through roleplaying and focused recounting attending to the who, why, what, when and where)</p>	<ul style="list-style-type: none"> • develops specific vocabulary to suit different purposes, e.g., language for description, classification, comparison, argument (Emergent) • includes <i>when, who, where, what</i> in recounts (Emergent) • demonstrates the ability to develop a topic in curriculum-related situations e.g., reporting, describing, comparing (Consolidated) • shows evidence of planning during recounts (Consolidated) • adds appropriate elaboration and detail to recounts and describes events, objects and concepts outside immediate experience e.g. community news (Consolidated) • adds evaluative comments to enhance spoken presentations, e.g., <i>I believe that recycling is important and we will need to take it more seriously</i> (Consolidated) • retells stories of some complexity, individually or in groups (Consolidated)

General Curriculum Outcomes (Speaking and Listening)

3. Students will be able to interact with sensitivity and respect, consideration the situation, audience and purpose.

Curriculum Guide	First Steps Oral Language
Emergent	Beginning/Early
demonstrate that they are becoming aware of social conventions in group work and cooperative play	<ul style="list-style-type: none"> • is beginning to develop awareness of listener needs and begins to provide feedback information when introducing new topic, e.g., Nanna, I went shopping. Look at this. (Early) • is aware of social conventions but does not match actions to phrases, e.g., “scuse me” and pushes friend with blocks (Early)
develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people	<ul style="list-style-type: none"> • N/A

General Curriculum Outcomes (Speaking and Listening)

3. Students will be able to interact with sensitivity and respect, consideration the situation, audience and purpose.

Curriculum Guide	First Steps Oral Language
Early	Exploratory/Emergent
demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and cooperative play	<ul style="list-style-type: none"> • adapts language for social control, requests and for seeking information (Exploratory) • takes conversational turns as speaker and listener (Exploratory and Emergent) • is beginning to use polite conversational conventions, e.g., <i>Excuse me</i> (Exploratory) • can sustain a conversation with a variety of audiences, e.g., teacher, peers, parents, (Emergent)
recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people	<ul style="list-style-type: none"> • is aware of the impact of language in conflict situations. Often uses adults to deal with conflict (Exploratory)
recognize that volume of voice needs to be adjusted according to the situation (e.g., playground, classroom)	<ul style="list-style-type: none"> • adapts language for social control, requests, and for seeking information (Exploratory) • takes into account audience and purpose when speaking (Emergent) • distinguishes between language used in different situations, e.g., ‘home language’, ‘classroom language’ and ‘playground language’ (Emergent)

General Curriculum Outcomes (Speaking and Listening)

3. Students will be able to interact with sensitivity and respect, consideration the situation, audience and purpose.

Curriculum Guide	First Steps Oral Language
Transitional	Emergent/Consolidated
use basic courtesies and conventions of conversation in group work and cooperative play (e.g., turn-taking, listening attentively, maintaining eye contact, listening without ridicule, using constructive criticism)	<ul style="list-style-type: none"> • takes conversational turns as speaker and listener (Emergent) • uses intonation, facial expression and gestures as tools for communicating ideas and feelings (Consolidated)
reflect critically on and identify some forms of oral language that are unfair to particular individuals and cultures (e.g., dialect, gender, cultural slurs, stereotyping)	<ul style="list-style-type: none"> • N/A
demonstrate a growing awareness that different kinds and uses of language are appropriate to different situations and settings (e.g., public speaking versus play language, oral presentation versus show-and-tell language)	<ul style="list-style-type: none"> • distinguishes language used in different situations, e.g., 'home language', 'classroom language', and 'playground language' (Emergent) • develops specific vocabulary to suit different purposes, e.g., language for description, classification, comparison, and argument (Emergent) • recognizes that language is adapted to meet social, situational and educational needs, e.g., the language of reporting is different from that of interviewing or story-telling (Consolidated) • uses appropriately specialized vocabulary and structures in a variety of situations, e.g., discussions, reports, debates (Consolidated)
engage in oral language activities to explore thoughts, ideas, feelings and experiences to prepare for their roles in the world (e.g., theme day presentations, teacher for-a-day, mock elections)	N/A