



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

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

# 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  |
|--|--|
| <b>Transitional</b>  | <b>Emergent/Consolidated</b>   |
| describe, share and discuss thoughts, feelings and experiences and consider others' ideas to extend knowledge  | <ul style="list-style-type: none"> <li>• uses language to interact with peers e.g., collaborative activities <b>(Emergent)</b></li> <li>• 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> <b>(Emergent)</b></li> <li>• communicates effectively by sharing ideas, offering advice, opinion and information and reacting to contributions of others <b>(Consolidated)</b></li> </ul>  |
| 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"> <li>• questions to clarify or gain further information <b>(Emergent)</b></li> <li>• uses language to reason and argue <b>(Emergent)</b></li> <li>• 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> <b>(Emergent)</b></li> <li>• continues to develop reason and logic, by attempting to draw conclusions, make inferences, justify and explain statements; asking questions and seeking confirmation <b>(Consolidated)</b></li> <li>• investigates problems and sees a range of solutions <b>(Consolidated)</b></li> <li>• initiates questions to gain clarification or further information <b>(Consolidated)</b></li> </ul> |
| 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"> <li>• uses language to interact with peers, e.g., collaborative activities <b>(Emergent)</b></li> <li>• uses language to reason and argue <b>(Emergent)</b></li> <li>• 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> <b>(Emergent)</b></li> <li>• participates in group discussions <b>(Emergent)</b></li> <li>• communicates effectively by sharing ideas, offering advice, opinion and information and reacting to the contributions of others <b>(Consolidated)</b></li> </ul>  |

# 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  |
|--|--|
| <b>Transitional</b>  | <b>Emergent/Consolidated</b>   |
| 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"> <li>• interprets texts from own point of view - expresses opinions, draws conclusions <b>(Consolidated)</b></li> <li>• listens to evaluate, draw inferences and make judgements <b>(Consolidated)</b></li> </ul>  |
| 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"> <li>• takes into account audience and purpose when speaking <b>(Emergent)</b></li> <li>• engages in more elaborate role play of characters or events encountered in stories <b>(Emergent)</b></li> <li>• uses intonation, facial expressions, and gestures as tools for communicating ideas and feelings <b>(Consolidated)</b></li> </ul> |

## 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   |
|---|---|
| <b>Emergent</b>   | <b>Beginning/Early</b>  |
| participate in conversation and in small- and whole-group discussion                  | <ul style="list-style-type: none"> <li>refines conversation skills, e.g., learns ways to enter conversation, takes turns during an interaction <b>(Early)</b></li> </ul>  |
| begin to use gestures and tone to convey meaning                                      | <ul style="list-style-type: none"> <li>uses non-verbal gestures, e.g., waves <b>(Beginning)</b></li> <li>coordinates gestures and words, e.g., waves and says <i>Bye</i> <b>(Beginning)</b></li> <li>co-ordinates gesture and tone of voice to convey meaning, e.g., <i>I love you, Mum</i> (cuddles) <b>(Early)</b></li> </ul> |
| respond to and give simple directions or instructions                                 | <ul style="list-style-type: none"> <li>follows simple directions <b>(Beginning)</b></li> </ul>  |
| engage in simple oral presentations and respond to oral presentations and other texts | <ul style="list-style-type: none"> <li>gives simple descriptions of past events <b>(Early)</b></li> <li>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 <b>(Early)</b></li> </ul>                        |

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



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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  |
|---|--|
| <b>Transitional</b>   | <b>Emergent/Consolidated</b>   |
| participate in conversation, small-group and whole-group discussion understanding when to speak and when to listen                                      | <ul style="list-style-type: none"> <li>• can sustain a conversation with a variety of audiences, e.g., teacher, peers, parents (<b>Emergent</b>)</li> <li>• takes conversational turns as speaker and listener (<b>Emergent</b>)</li> <li>• participates in group discussion (<b>Emergent</b>)</li> <li>• communicates effectively by sharing ideas, offering advice, opinion and information and reacting to contributions of others (<b>Consolidated</b>)</li> <li>• shows an increasing awareness of social conventions, e.g., <i>Could you tell me where...? Mrs. Carroll asked if you would....</i> (<b>Consolidated</b>)</li> </ul>  |
| 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"> <li>• takes into account audience and purpose when speaking (<b>Emergent</b>)</li> <li>• participates in group discussions (<b>Emergent</b>)</li> <li>• engages in more elaborate role play of characters or events encountered in stories (<b>Emergent</b>)</li> <li>• 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 (<b>Consolidated</b>)</li> <li>• demonstrates the ability to develop a topic in curriculum-related situations, e.g., reporting, describing, comparing (<b>Consolidated</b>)</li> </ul> |
| 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"> <li>• uses tone, volume, pace, intonation pattern, and gesture to enhance meaning (<b>Emergent</b>)</li> <li>• takes into account audience and purpose when speaking (<b>Emergent</b>)</li> <li>• uses intonation, facial expressions and gestures as tools for communicating ideas and feelings (<b>Consolidated</b>)</li> <li>• adapts language to meet difference social and situational needs, talking to friends at netball is different from meeting friends of parents (<b>Consolidated</b>)</li> </ul>  |

|  |  |
|--|--|
| <p>give and follow instructions and respond to questions and directions (e.g., math problems, computer programs)</p> | <ul style="list-style-type: none"><li>• follows instructions, e.g., classroom routines, relaying messages (<b>Emergent</b>)</li><li>• plans and gives instructions in a variety of situations, formal and informal, e.g., classroom routines, peer teaching (<b>Emergent</b>)</li><li>• follows instructions that include two or three elements (<b>Emergent</b>)</li><li>• follows complex sequences of instructions (<b>Consolidated</b>)</li><li>• initiates questions to gain clarification or further information (<b>Consolidated</b>)</li></ul> |
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2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

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|--|---|
| <b>Transitional</b>  | <b>Emergent/Consolidated</b>  |
| <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"> <li>• develops specific vocabulary to suit different purposes, e.g., language for description, classification, comparison, argument <b>(Emergent)</b></li> <li>• includes <i>when, who, where, what</i> in recounts <b>(Emergent)</b></li> <li>• demonstrates the ability to develop a topic in curriculum-related situations e.g., reporting, describing, comparing <b>(Consolidated)</b></li> <li>• shows evidence of planning during recounts <b>(Consolidated)</b></li> <li>• adds appropriate elaboration and detail to recounts and describes events, objects and concepts outside immediate experience e.g. community news <b>(Consolidated)</b></li> <li>• 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> <b>(Consolidated)</b></li> <li>• retells stories of some complexity, individually or in groups <b>(Consolidated)</b></li> </ul> |

## 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  |
|---|--|
| <b>Emergent</b>   | <b>Beginning/Early</b>   |
| demonstrate that they are becoming aware of social conventions in group work and cooperative play         | <ul style="list-style-type: none"> <li>• 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. <b>(Early)</b></li> <li>• is aware of social conventions but does not match actions to phrases, e.g., “scuse me” and pushes friend with blocks <b>(Early)</b></li> </ul> |
| develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people | <ul style="list-style-type: none"> <li>• N/A</li> </ul>  |

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

## 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  |
|--|--|
| <b>Transitional</b>  | <b>Emergent/Consolidated</b>   |
| 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"> <li>takes conversational turns as speaker and listener (<b>Emergent</b>)</li> <li>uses intonation, facial expression and gestures as tools for communicating ideas and feelings (<b>Consolidated</b>)</li> </ul>  |
| 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"> <li>N/A</li> </ul>  |
| 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"> <li>distinguishes language used in different situations, e.g., 'home language', 'classroom language', and 'playground language' (<b>Emergent</b>)</li> <li>develops specific vocabulary to suit different purposes, e.g., language for description, classification, comparison, and argument (<b>Emergent</b>)</li> <li>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 (<b>Consolidated</b>)</li> <li>uses appropriately specialized vocabulary and structures in a variety of situations, e.g., discussions, reports, debates (<b>Consolidated</b>)</li> </ul> |
| 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  |