Express Ideas (1.1.1)
Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances.

Consider Others' Ideas (1.1.2)
Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints.

Experiment with Language and Form (1.1.3)
Use memorable language effectively and experiment with different personas for dynamic self-expression.

Express Preferences (1.1.4)
Discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers.

Set Goals (1.1.5)
Reflect on attainment of personal goals for effective language learning and use.

Discover and Explore

General Learning Outcome 1
Explore thoughts, ideas, feelings, and experiences.

Clarify and Extend

Develop Understanding (1.2.1)
Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge.

Explain Opinions (1.2.2)
Review and refine personal viewpoints through reflection, feedback, and self-assessment.

Combine Ideas (1.2.3)
Structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world.

Extend Understanding (1.2.4)
Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding.
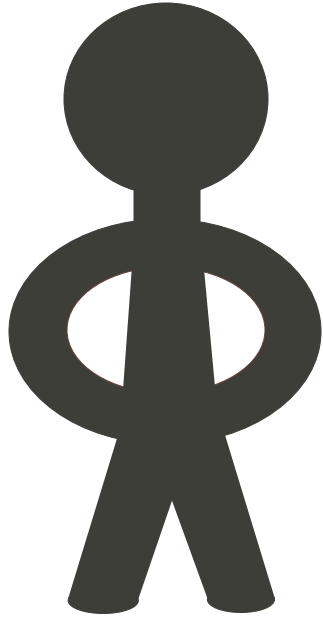
General Outcome 1

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

Exploratory language enables students to organize and give meaning to experiences. Students use exploratory language to share thoughts, ideas, and experiences, and to express and acknowledge emotions. Exploratory language enables students to discover and understand what they think and who they are. It also helps them to reflect on themselves as language learners and language users. In addition, it helps them to establish and maintain relationships.

Exploratory language is often oral. Through talk and conversation, students make observations, ask questions, hypothesize, make predictions, and form opinions. Exploratory talk is often spontaneous. Sometimes students discover what they think at the point of utterance. Exploratory writing also helps students to clarify their thinking. When students can see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Representing is also used to explore ideas and their interrelationships in diagrams, thought webs, charts, and other visual media. Exploratory listening, reading, and viewing enable students to gather and verify information, identify areas for further inquiry or research, and develop support for opinions.

As students progress through the grades, they develop the ability to use exploratory language to achieve the other English language arts learning outcomes. For example, exploratory talk and writing enhance students' comprehension by focusing their attention on prior knowledge and experiences before reading, listening, and viewing, and subsequently help them to understand and manage information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.

Students often use exploratory language in interactions with others. Well-developed interactive processes such as active listening, discussion, and group participation create the atmosphere for productive and purposeful exchanges of ideas.

1.1 Discover and Explore

Grade 7	Grade 8	Senior 1

Express Ideas

Grade 7	Grade 8	Senior 1
• use exploratory language to discuss and record a variety of predictions, opinions, and conclusions	• explore diverse ideas to develop predictions, opinions, conclusions, and understanding	• question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances

Consider Others' Ideas

Grade 7	Grade 8	Senior 1
• compare own and others' insights and viewpoints	• integrate new understanding with previous viewpoints and interpretations	• acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints

Experiment with Language and Form

Grade 7	Grade 8	Senior 1
• expand self-expression in oral, written, and visual forms	• experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms	• use memorable language effectively and experiment with different personas for dynamic self-expression

Express Preferences

Grade 7	Grade 8	Senior 1
• explore oral, literary, and media texts recommended by peers	• pursue personal interest in specific genres by particular writers, artists, storytellers, and filmmakers	• discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers

Set Goals

Grade 7	Grade 8	Senior 1
• use appropriate terminology to discuss developing abilities in personal language learning and use	• self-monitor growth in language learning and use, using predetermined criteria	• reflect on attainment of personal goals for effective language learning and use

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

1.1 Discover and Explore

Senior 2	Senior 3	Senior 4
• consider the potential of emerging ideas through a variety of means [such as talking, mapping, writing journals, rehearsing, drafting, role-playing, brainstorming, sketching…] to develop tentative positions	• connect ideas, observations, opinions, and emotions through a variety of means to develop a train of thought and test tentative positions	• weigh and assess the validity of a range of ideas, observations, opinions, and emotions to reconsider and/or affirm positions
• seek and consider others' ideas through a variety of means [such as interviews, Internet discussion groups, dialogue…] to expand understanding	• seek others' responses through a variety of means [such as consulting elders, e-mail correspondence, surveys…] to clarify and rework ideas and positions	• invite diverse and challenging ideas and opinions through a variety of means [such as listening actively, reserving judgement, asking clarifying questions…] to facilitate the re-examination of own ideas and positions
• demonstrate a willingness to take risks in language use and experiment with language and forms of expression [such as word choice, dramatic presentations, media interviews…]	• experiment with language and forms of expression to achieve particular effects	• vary language uses and forms of expression to discover how they influence ideas and enhance the power of communication
• pursue and expand interests and ideas through sharing reactions to and preferences for particular texts [including books] and genres by various writers, artists, storytellers, and filmmakers	• explore a range of texts [including books] and genres and discuss how they affect personal interests, ideas, and attitudes	• explore how personal experiences influence the selection of particular texts [including books] and how texts influence perspectives
• assess personal language learning and select strategies to enhance growth in language learning	• establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests	• reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans

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

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1.2   Clarify and Extend

Grade 7	**Grade 8**	**Senior 1**

Develop Understanding

- recognize and articulate the value of connecting prior and new knowledge and experiences to shape and extend understanding
- discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding
- reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge

Explain Opinions

- summarize and represent personal viewpoints in clear and meaningful ways
- articulate, represent, and explain personal viewpoints clearly
- review and refine personal viewpoints through reflection, feedback, and self-assessment

Combine Ideas

- identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding
- structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
- structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world

Extend Understanding

- ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding
- reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity
- consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding

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

1.2 Clarify and Extend

Senior 2	Senior 3	Senior 4

Senior 2

- clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences

- explain opinions, providing support or reasons; anticipate other viewpoints

- connect ideas and experiences through a variety of means to gain understanding when generating and responding to texts

- explore ways in which real and vicarious experiences and various perspectives affect understanding when generating and responding to texts

Senior 3

- examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others

- explore various viewpoints and consider the consequences of particular positions when generating and responding to texts

- combine ideas and information through a variety of means to clarify understanding when generating and responding to texts

- extend understanding by exploring and acknowledging multiple perspectives and ambiguities when generating and responding to texts

Senior 4

- explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs

- explore the strengths and limitations of various viewpoints on an issue or topic and identify aspects for further consideration; evaluate implications of particular perspectives when generating and responding to texts

- consider ways in which interrelationships of ideas provide insight when generating and responding to texts

- extend breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge when generating and responding to texts

GENERAL OUTCOME 1

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

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