English Language Arts

Senior 1
Student Learning Outcomes
Student Learning Outcomes

Student learning outcomes are concise descriptions of the knowledge, skills and strategies, and attitudes that students are expected to demonstrate in English language arts by the end of a grade.

General and Specific Outcomes

Five general learning outcomes serve as the foundation for the ELA Framework. General learning outcomes are broad statements identifying the knowledge, skills and strategies, and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Senior 4. The general outcomes are interrelated and interdependent. Each outcome is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences.

Students will listen, speak, read, write, view, and represent to

• explore thoughts, ideas, feelings, and experiences

• comprehend and respond personally and critically to oral, literary, and media texts

• manage ideas and information

• enhance the clarity and artistry of communication

• celebrate and to build community

Each general learning outcome includes specific learning outcomes, which are categorized under headings. The specific outcomes are relevant for all students in a variety of learning environments and are cumulative across the grades. Students are expected to demonstrate the specific learning outcomes for their current grade while building on and maintaining the outcomes for previous grades. (Refer to Appendix D: A Continuum for English Language Arts Outcomes, Kindergarten to Senior 1.)

The Senior 1 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards document includes the Grade 7 and Grade 8 outcomes as well as the Senior 2 to Senior 4 draft outcomes as information. For additional grade-level outcomes, refer to Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards and Grades 5 to 8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards.
The Conceptual Framework

The English language arts enable each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning.

General Outcomes

- Explore thoughts, ideas, feelings, and experiences
- Comprehend and respond personally and critically to oral, literary, and media texts
- Manage ideas and information
- Enhance the clarity and artistry of communication
- Celebrate and build community
Guide to Reading the ELA Learning Outcomes

2.1 Use Strategies and Cues

Grade 7

Prior Knowledge
- explain connections between previous experiences, prior knowledge, and a variety of texts

Comprehension Strategies
- use comprehension strategies [including reflecting on and assessing meaning, skimming, scanning, close reading, and identifying and relating in own words the main and supporting ideas] appropriate to the type of text and purpose; use a variety of strategies [such as concept mapping, mental rehearsal...] to remember ideas

Textual Cues
- use textual cues [such as organizational features of narrative and expository texts, bold print, italics, footnotes...] to construct and confirm meaning and interpret texts

Grade 8

- make connections between previous experiences, prior knowledge, and a variety of texts, and apply them to new contexts

- use a variety of comprehension strategies [including adjusting reading rate, summarizing main ideas, SQ3R, structured overviews, and checking with peers] to make sense of familiar and unfamiliar texts and remember ideas

- use textual cues [such as the structures and elements of specific genres...] to construct and confirm meaning and interpret texts

- use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

Senior 1

- analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books]

- use a variety of comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages

- use textual cues [such as common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts

- use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]
General Learning Outcome 1
Explore thoughts, ideas, feelings, and experiences.

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.

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.