Express Ideas (1.1.1)
Consider the potential of emerging ideas through a variety of means to develop tentative positions.

Consider Others' Ideas (1.1.2)
Seek and consider others' ideas through a variety of means to expand understanding.

Experiment with Language and Forms (1.1.3)
Demonstrate a willingness to take risks in language use and experiment with language and forms of expression.

Express Preferences (1.1.4)
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.

Set Goals (1.1.5)
Assess personal language learning and select strategies to enhance growth in language learning.

Discover and Explore

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

Clarify and Extend

Develop Understanding (1.2.1)
Clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences.

Explain Opinions (1.2.2)
Explain opinions, providing support or reasons; anticipate other viewpoints.

Combine Ideas (1.2.3)
Connect ideas and experiences through a variety of means to gain understanding when generating and responding to texts.

Extend Understanding (1.2.4)
Explore ways in which real and vicarious experiences and various perspectives affect understanding 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.

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory language, which is largely spontaneous, enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory language helps students establish and maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Its use creates an atmosphere for productive and purposeful exchanges of ideas. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talk, discussion, and active listening. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry or research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English language arts learning outcomes. For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and 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 and to develop a classroom community. Exploratory language is used throughout all five of the general outcomes.

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

13

1.1 Discover and Explore

	Grade 8	**Senior 1**
Express Ideas	• 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	• 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 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	• 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	• 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.

Senior 2	**Senior 3**	**Senior 4**
Express Ideas • 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
Consider Others' Ideas • 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
Experiment with Language and Forms • 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
Express Preferences • 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
Set Goals • 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

GENERAL OUTCOME 1

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

1.2   Clarify and Extend

	Grade 8	**Senior 1**
Develop 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	• articulate, represent, and explain personal viewpoints clearly	• review and refine personal viewpoints through reflection, feedback, and self-assessment
Combine Ideas	• 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	• 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.

Senior 2

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

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

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

Extend Understanding
- 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

G E N E R A L   O U T C O M E   1

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