UKRAINIAN LANGUAGE ARTS
KINDERGARTEN TO GRADE 12

LANGUAGE ARTS
GENERAL LANGUAGE COMPONENT

Language Arts
General Language Component

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998, but it has been adapted for delivery in Ukrainian. The General Language Component provides the context and purpose for the development and use of Ukrainian.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English language programming and Ukrainian language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade level are intended to reflect achievement expectations to be demonstrated in the Ukrainian language.

General Outcomes

The following five general outcomes outline the key learnings that the General Language Component is designed to support.

General Outcome 1

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

General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3

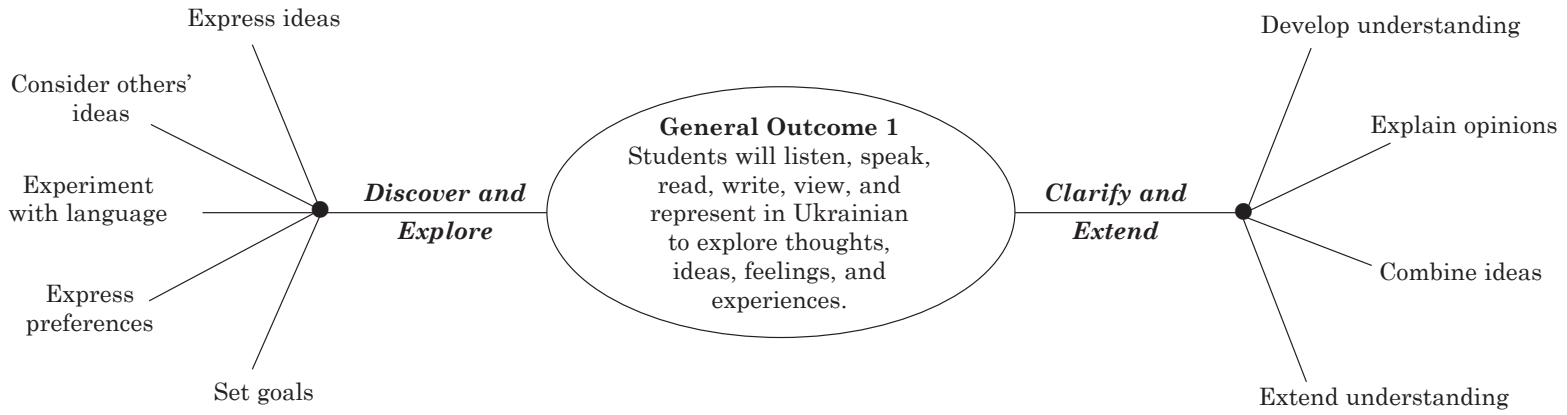
Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.


Express ideas
Consider others' ideas
Experiment with language
Express preferences
Set goals
Discover and Explore
General Outcome 1
Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences.
Clarify and Extend
Develop understanding
Explain opinions
Combine ideas
Extend understanding

1.1 Discover and Explore

Kindergarten	Grade 1	Grade 2	Grade 3
Express Ideas			
• participate in and represent a range of experiences	• express personal experiences and familiar events	• make and talk about personal observations	• describe personal observations, experiences and feelings
Consider Others' Ideas			
• participate in a range of experiences	• listen to and acknowledge experiences and feelings shared by others	• ask for others' ideas and observations to develop own personal understanding	• consider others' ideas and observations to develop own personal understanding
Experiment with Language			
• use a variety of forms to explore and express familiar events, ideas and information	• use a variety of forms to explore and express familiar events, ideas and information	• use a variety of forms to organize and give meaning to familiar experiences, ideas and information	• experiment with language to express feelings, and talk about memorable experiences and events
Express Preferences			
• demonstrate enjoyment of an oral, print, visual or multimedia text	• express preferences for a variety of oral, print, visual and multimedia texts	• collect and share favourite oral, print, visual and multimedia texts	• explain why an oral, print, visual or multimedia text is a personal favourite
Set Goals			
• participate in teacher-led group reading activities, and demonstrate reading and writing behaviours	• participate in reading and writing activities	• choose to read and write	• develop a sense of self as reader, writer and illustrator

1.1 Discover and Explore

Grade 4	Grade 5	Grade 6
Express Ideas		
• describe and reflect upon personal observations and experiences to reach tentative conclusions	• use personal experiences as a basis for exploring and expressing opinions and understanding	• use exploratory language to discover own interpretations and share personal responses
Consider Others' Ideas		
• explore connections among a variety of own and others' insights, ideas and responses	• seek others' viewpoints to build on personal responses and understanding	• select from others' ideas and observations to develop own thinking and understanding
Experiment with Language		
• explore and experiment with a variety of forms of expression for particular personal purposes	• explore and experiment with a variety of forms of expression for particular personal purposes	• explore and experiment with a variety of forms of expression for particular personal purposes
Express Preferences		
• collect and explain preferences for particular forms of oral, print, visual, and multimedia texts	• review a collection of favourite oral, print, visual, and multimedia texts; and share responses to preferred forms	• assess a collection of favourite oral, print, visual, and multimedia texts; and discuss preferences for particular forms
Set Goals		
• identify areas of personal accomplishment in language learning and use	• identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use	• assess personal language use, and set personal goals to enhance language learning and use

1.1 Discover and Explore

Grade 7	Grade 8	Grade 9
Express Ideas		
• use exploratory language to discuss and record a variety of opinions and conclusions	• explore diverse ideas to develop conclusions, opinions and understanding	• question and reflect on personal responses and interpretations, and apply personal viewpoints to diverse situations or circumstances
Consider Others' Ideas		
• compare own insights and viewpoints with those of others	• integrate new understanding with previous viewpoints and interpretations	• acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints
Experiment with Language		
• expand self-expression in oral, print and visual forms	• expand self-expression in oral, print and visual forms	• expand self-expression in oral, print and visual forms
Express Preferences		
• explore oral, print, visual and multimedia texts	• explore oral, print, visual and multimedia texts	• explore a variety of oral, print, visual and multimedia texts
Set Goals		
• assess personal language use, and revise personal goals to enhance language learning and use	• describe developing abilities in personal language learning and use	• self-monitor growth in language learning and use, using predetermined criteria

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

1.1 Discover and Explore

Grade 10	Grade 11	Grade 12
Express Ideas		
• apply exploratory language to discover and expand understanding and viewpoints	• summarize and speculate on ideas, observations and opinions of self and others	• speculate on and hypothesize about ideas, observations and opinions
Consider Others' Ideas		
• seek information to add to current understanding	• formulate and express personal understanding and interpretations	• discuss personal understanding and interpretations
Experiment with Language		
• expand forms of self-expression in oral, written and visual forms	• expand forms of self-expression	• expand forms of self-expression in oral, written and visual forms
Express Preferences		
• explore a variety of texts and genres by various writers, artists, storytellers, and filmmakers other than those of personal preference	• explain the value of pursuing personal preferences for a variety of texts and genres by various writers, artists, storytellers, and filmmakers	• experience a variety of texts and genres by various writers, artists, storytellers, and filmmakers for enjoyment and satisfaction
Set Goals		
• demonstrate confidence in personal language learning and use in a variety of formal and informal contexts	• demonstrate self-direction, self-appraisal and open-mindedness in language learning and use	• demonstrate self-direction, self-appraisal and open-mindedness in language learning and use; recognize self as a lifelong learner

1.2 Clarify and Extend

Kindergarten	Grade 1	Grade 2	Grade 3
Develop Understanding			
• recognize connections between new experiences and prior knowledge	• connect new experiences and information with prior knowledge	• connect new information, ideas and experiences with prior knowledge and experiences	• examine how new experiences, ideas and information connect to prior knowledge and experiences
Explain Opinions			
• explore new experiences and ideas	• express new experiences and ideas	• describe new experiences and ideas	• explain new experiences and ideas
Combine Ideas			
• group ideas and information to make sense	• group and sort ideas and information to make sense	• arrange ideas and information to make sense	• arrange ideas and information in more than one way to make sense for self and others
Extend Understanding			
• wonder about new ideas and observations	• demonstrate curiosity about ideas and observations to make sense of experiences	• ask basic questions to make sense of experiences	• ask questions to clarify and extend understanding

1.2 Clarify and Extend

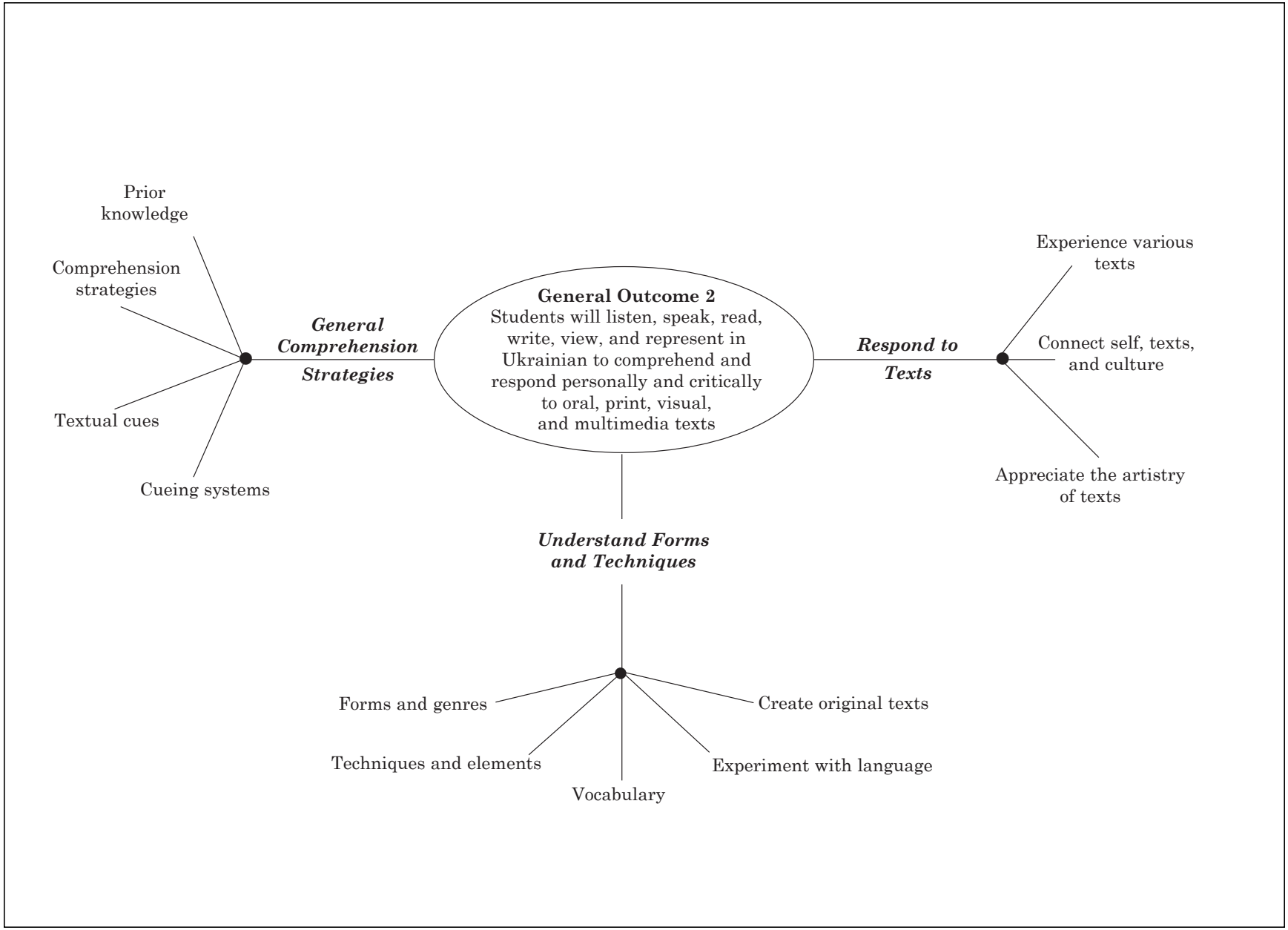
Grade 4	Grade 5	Grade 6
Develop Understanding		
• connect new information and experiences with prior knowledge to construct meaning in different contexts	• reflect on prior knowledge and experiences to arrive at new understanding	• use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
Explain Opinions		
• express new concepts and understanding in own words	• explain personal viewpoints	• explain personal viewpoints, and revise previous understanding
Combine Ideas		
• organize ideas and information in ways that clarify and shape understanding	• arrange ideas and information in a variety of ways to clarify understanding	• search for ways to reorganize ideas and information to extend understanding
Extend Understanding		
• ask questions to clarify information and develop new understanding	• ask open-ended questions to clarify information and develop new understanding	• ask a variety of questions to clarify information and develop new understanding

1.2 Clarify and Extend

Grade 7	Grade 8	Grade 9
Develop Understanding		
• recognize the value of connecting prior knowledge and experiences with new knowledge and experiences to shape and extend understanding	• recognize 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 meaningful ways	• articulate, represent and explain personal viewpoints	• review and refine personal viewpoints through reflection, feedback and self-assessment
Combine Ideas		
• expand own repertoire of ways to reorganize ideas and information to extend understanding	• 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
Extend Understanding		
• ask specific and focused questions for elaboration and clarification, and discuss experiences and understanding	• ask specific and focused questions, reconsider initial understanding in light of new information, and listen to diverse opinions	• consider diverse opinions, and assess new information

1.2 Clarify and Extend

Grade 10	Grade 11	Grade 12
Develop Understanding		
• analyze connections between new and prior knowledge and ideas to clarify understanding for self and others	• analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding	• analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding
Explain Opinions		
• reflect on changing personal viewpoints and anticipate possible consequences	• reflect on changing personal viewpoints and anticipate possible consequences	• reflect critically on changing viewpoints, and identify questions and ideas that merit further thought or reflection
Combine Ideas		
• develop and use a repertoire of organizational structures to clarify ideas and information and to bring order to own thinking	• expand repertoire of organizational structures to clarify ideas and information and to bring order to own thinking	• select and use a variety of organizational structures to clarify ideas and information and to bring order to own thinking
Extend Understanding		
• ask discriminating questions to interpret, evaluate and reflect on ideas and information	• explore divergent viewpoints for relevance and validity	• examine and interpret alternative perspectives, and arrive at and articulate new understanding


Prior knowledge
Comprehension strategies
Textual cues
Cueing systems
General Comprehension Strategies
General Outcome 2
Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts
Respond to Texts
Experience various texts
Connect self, texts, and culture
Appreciate the artistry of texts
Understand Forms and Techniques
Forms and genres
Techniques and elements
Vocabulary
Create original texts
Experiment with language

2.1 General Comprehension Strategies

Kindergarten	Grade 1	Grade 2	Grade 3
Prior Knowledge			
• make connections among oral language, texts and personal experiences	• make connections among texts, prior knowledge and personal experiences	• make connections among texts, prior knowledge and personal experiences	• make connections among texts, prior knowledge and personal experiences
Comprehension Strategies			
• anticipate meaning from familiar print, symbols and images	• ask basic questions to anticipate meaning, and use strategies to confirm understanding	• anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding	• make and confirm predictions and inferences, and draw conclusions
Textual Cues			
• recognize environmental print, symbols and images in context; and recognize own name	• use textual cues, such as pictures and patterns, to construct and confirm meaning	• use textual cues, such as story models and titles, to construct and confirm meaning	• use textual cues, such as paragraphing and indentation, to construct and confirm meaning
Cueing Systems			
• recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas	• use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning	• use semantic, morphological, phonological, graphophonic and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context	• use semantic, morphological, phonological, graphophonic and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context

2.1 General Comprehension Strategies

Grade 4	Grade 5	Grade 6
Prior Knowledge		
• make and record connections among personal experiences, prior knowledge and a variety of texts	• make and record connections among personal experiences, prior knowledge and a variety of texts	• make and record connections among personal experiences, prior knowledge and a variety of texts
Comprehension Strategies		
• confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading	• use a variety of comprehension strategies to confirm understanding and self-correct	• use comprehension strategies, such as interpretive language use strategies[1], appropriate to the type of text and purpose
Textual Cues[2]		
• use textual cues to construct and confirm meaning in interpreting text	• use textual cues to construct and confirm meaning in interpreting text	• use textual cues to construct and confirm meaning in interpreting text
Cueing Systems		
• use semantic, morphological, phonological, graphophonic and syntactic cues, and a variety of print and nonprint resources, to construct and confirm meaning	• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context	• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context

[1] For examples, refer to the interpretive language use strategies on page 86.

[2] Examples of textual cues are included in the interpretive language use strategies on page 86.

2.1 General Comprehension Strategies

Grade 7	Grade 8	Grade 9
Prior Knowledge		
• make and record connections among previous experiences, prior knowledge and textual material	• make and record connections among previous experiences, prior knowledge and textual material; and apply these connections to new contexts	• analyze and explain connections among previous experiences, prior knowledge and textual material
Comprehension Strategies		
• use comprehension strategies appropriate to the type of text and purpose, and use a variety of strategies to remember ideas	• use a variety of comprehension strategies to make sense of texts and remember ideas	• use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages
Textual Cues[1]		
• use textual cues to construct and confirm meaning in interpreting text	• use textual cues to construct and confirm meaning in interpreting text	• use textual cues to construct and confirm meaning in interpreting text
Cueing Systems		
• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts	• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts	• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

[1] Examples of textual cues are included in the interpretive language use strategies on page 86.

2.1 General Comprehension Strategies

Grade 10	Grade 11	Grade 12
Prior Knowledge		
• analyze and explain connections between diverse experiences, prior knowledge and a variety of texts	• analyze and explain connections between diverse experiences, prior knowledge and a variety of texts	• analyze and explain connections between diverse experiences, prior knowledge and a variety of texts
Comprehension Strategies		
• use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages	• apply and adjust strategies for comprehending a variety of texts, and use a personal repertoire of strategies to monitor interpretations	• apply and adjust strategies for comprehending a variety of texts; verify accuracy of understanding when paraphrasing and summarizing ideas
Textual Cues		
• use textual cues and prominent organizational patterns within texts to confirm meaning and interpret texts	• use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts	• use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts
Cueing Systems		
• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts	• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts	• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

2.2 Respond to Texts

Kindergarten	Grade 1	Grade 2	Grade 3
Experience Various Texts			
• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories and illustrations	• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories and cartoons	• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles and informational texts	• participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD-ROMs, plays and fables
Connect Self, Texts, and Culture			
• share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts	• share personal experiences related to oral, print, visual and multimedia texts; and talk about the actions of people	• describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts	• compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts
Appreciate the Artistry of Texts			
• share feelings evoked by oral, print, visual and multimedia texts	• share feelings and moods evoked by oral, print, visual and multimedia texts	• identify and express the feelings of people in oral, print, visual and multimedia texts	• identify mood created in oral, print, visual and multimedia texts

For a sample list of text forms, see Appendix A.

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.

2.2 Respond to Texts

Grade 4	Grade 5	Grade 6
Experience Various Texts		
• experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts	• experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy and guest speakers; and share responses to these texts	• experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances; and share responses to these texts
Connect Self, Texts, and Culture		
• identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	• identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	• compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts
Appreciate the Artistry of Texts		
• identify words that form mental images and create mood in oral, print, visual and multimedia texts	• identify descriptive and figurative language in oral, print, visual and multimedia texts	• identify and respond to descriptive and figurative language in oral, print, visual and multimedia texts

For a sample list of text forms, see Appendix A.

2.2 Respond to Texts

Grade 7	Grade 8	Grade 9
Experience Various Texts		
• experience oral, print and other media texts from a variety of genres and cultural traditions, such as journals, short stories, poetry, letters, CD-ROM programs, mysteries, historical fiction, drawings and prints; and discuss preferences	• experience oral, print and other media texts from a variety of genres and cultural traditions, such as magazine articles, journals, poetry, Internet passages, opinion pieces, fantasy, nonfiction, advertisements and photographs; and compare own interests with those of others	• experience oral, print and other media texts from a variety of genres and cultural traditions, such as broadcast advertisements, poetry, documentaries, films, electronic magazines, essays, realistic fiction and folk wisdom; and interpret the texts
Connect Self, Texts, and Culture		
• compare own understanding of people, cultural traditions and values portrayed in oral, print, visual and multimedia texts with that of others	• describe how similar ideas, people, experiences and traditions are conveyed in various oral, print, visual and multimedia texts	• examine how personal experiences, community traditions, and Canadian and Ukrainian perspectives are presented in oral, print, visual and multimedia texts
Appreciate the Artistry of Texts		
• identify descriptive and figurative language in oral, print, visual and multimedia texts; and discuss how it enhances understanding of people, places, actions and events	• identify and respond to language and visual images that create mood and evoke emotion in oral, print, visual and multimedia texts	• identify and describe techniques used to create mood in oral, print, visual and multimedia texts

For a sample list of text forms, see Appendix A.

2.2 Respond to Texts

Grade 10	Grade 11	Grade 12
Experience Various Texts		
• experience texts from a variety of genres and cultural traditions, such as student work, historical non-fiction, e-mail, computer programs, and other examples cited in previous grades; explain interpretations of the text	• experience texts from a variety of genres and cultural traditions; explain various interpretations of the same text, (for examples, refer to previous grades)	• experience a range of texts from a variety of genres and cultural traditions; consider alternative interpretations and evaluations, (for examples, refer to previous grades)
Connect Self, Texts, and Culture		
• compare the portrayals of people, events or perspectives from a variety of oral, literary and media texts; apply personal perspective	• compare the themes portrayed in a variety of oral, literary and media texts; apply personal perspective	• compare the themes and values portrayed in a variety of oral, literary and media texts; apply personal perspective
Appreciate the Artistry of Texts		
• discuss how word choice and supporting details in oral, literary and media texts affect purpose and audience	• examine how word choice in oral, literary and media texts alters and enhances mood or meaning and affects audience	• analyze how word choice and visual images in oral, literary and media texts create a composite meaning and effect

For a sample list of text forms, see Appendix A.

2.3 Understand Forms and Techniques

Kindergarten	Grade 1	Grade 2	Grade 3
Forms and Genres			
• distinguish between what is realistic and imaginary in oral, literary and media forms and texts	• recognize different oral, literary and media forms and texts	• recognize that information and ideas can be expressed in a variety of forms and texts	• recognize the distinguishing features of a variety of forms and texts
Techniques and Elements			
• develop a sense of story through listening, reading and viewing experiences	• represent the beginning, middle and end of oral, print, visual and multimedia texts; and identify characters	• relate the beginning, middle and end of oral, print, visual and multimedia texts; and identify the main character	• identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the main and supporting characters
Vocabulary			
• demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns	• experiment with parts of words, word combinations and word patterns	• explore commonalities in word families to increase vocabulary	• build knowledge of word patterns and commonalities in word families
Experiment with Language			
• appreciate the sounds and rhythms of language	• appreciate repetition, rhyme and rhythm in shared language experiences	• demonstrate interest in the sounds and rhythms of words, word combinations and phrases in oral, literary and media presentations	• identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts
Create Original Texts			
• create original oral and media texts	• create oral and media texts to communicate and demonstrate understanding of modelled forms	• create basic texts to communicate and demonstrate understanding of modelled forms	• create original texts to communicate and demonstrate understanding of forms and techniques

2.3 Understand Forms and Techniques

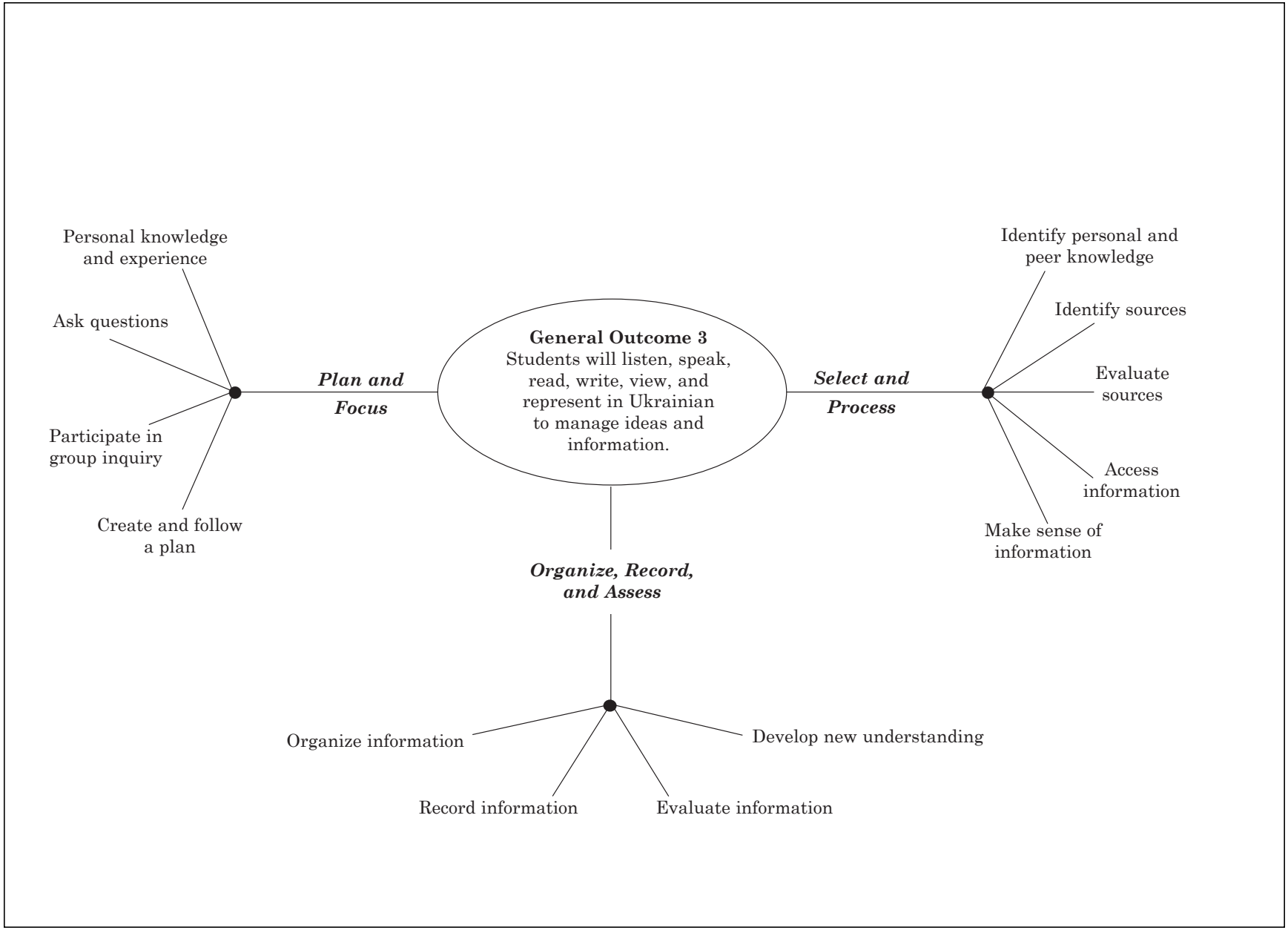
Grade 4	Grade 5	Grade 6
Forms and Genres		
• identify similarities and differences between various oral, literary and media forms and texts	• understand and use a variety of oral, literary and media forms and texts	• recognize and apply key characteristics of various oral, literary and media genres
Techniques and Elements		
• explain connections between events and roles of main characters in oral, print, visual and multimedia texts	• identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery	• identify key elements and techniques in oral, print, visual and multimedia texts
Vocabulary		
• build knowledge of word patterns by identifying prefixes, suffixes and roots	• expand knowledge of words and word relationships, using a variety of sources	• identify and group words according to commonalities
Experiment with Language		
• recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour	• experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour	• alter words, forms and sentence patterns to create new versions of texts for a variety of purposes
Create Original Texts		
• create original texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques

2.3 Understand Forms and Techniques

Grade 7	Grade 8	Grade 9
Forms and Genres		
• recognize the appropriate use of various genres according to purpose, audience and content	• use various forms and genres appropriately, according to purpose, audience and content	• explain preferences for particular oral, literary and media forms and genres for specific purposes, audiences and content
Techniques and Elements		
• apply techniques of plot development in oral, print, visual and multimedia texts; and explore their impact	• analyze techniques of plot development in oral, print, visual and multimedia texts; and describe how they interact to create effects	• identify techniques of persuasion in oral, print, visual and multimedia texts
Vocabulary		
• apply knowledge of word patterns to recognize and expand vocabulary	• appreciate variations in language, accent and dialect in communities, regions and countries; and recognize the derivation and use of words, phrases and jargon	• recognize uses and misuses of slang, colloquialism and jargon
Experiment with Language		
• identify creative uses of language in oral, print, visual and multimedia texts	• identify creative uses of language in popular culture, and explain how imagery and figures of speech create tone and mood in texts	• analyze creative uses of language in popular culture; and recognize how figurative language and techniques create a dominant impression, mood, tone and style
Create Original Texts		
• create original texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques

2.3 Understand Forms and Techniques

Grade 10	Grade 11	Grade 12
Forms and Genres		
• describe and apply various oral, literary and media forms and genres	• recognize and apply unique characteristics of a variety of oral, literary and media forms and genres	• understand how choice of genre and form affects audience response; apply appropriately
Techniques and Elements		
• examine how plot, character and setting contribute to an overall theme, and recognize the effectiveness of techniques used in oral, literary and media texts	• analyze how plot, character, setting and mood enhance meaning, and evaluate the effectiveness of techniques used in oral, literary and media texts	• evaluate how elements and techniques are combined to achieve the artist's purpose and desired effect
Vocabulary		
• examine how word usage evolves over time and culture, such as immigration, history, geography, and so on	• examine how word usage evolves over time and culture, such as archaic language, slang, colloquialisms, jargon, and so on	• recognize the derivation of specialized language and the role of culture and invention in word creation and usage, such as computer terminology, sports, arts and entertainment, and so on
Experiment with Language		
• analyze ways in which creative uses of language influence thought, emotion and meaning; identify how symbols are used to represent abstract ideas	• evaluate ways in which creative uses of language develop a style; evaluate the effectiveness of literary and media techniques and devices	• apply creative uses of language; evaluate the effectiveness of literary and media techniques and devices
Create Original Texts		
• create original texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques


Personal knowledge and experience
Ask questions
Participate in group inquiry
Create and follow a plan
Plan and Focus
General Outcome 3
Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.
Select and Process
Identify personal and peer knowledge
Identify sources
Evaluate sources
Access information
Make sense of information
Organize, Record, and Assess
Organize information
Develop new understanding
Record information
Evaluate information

3.1 Plan and Focus

Kindergarten	Grade 1	Grade 2	Grade 3
Personal Knowledge and Experience			
• demonstrate personal knowledge of a topic	• contribute personal knowledge and experience of a topic to gather information	• record and share personal knowledge and experience of a topic	• identify and categorize personal knowledge and experience of a topic to determine information needs
Ask Questions			
• ask essential questions to satisfy personal curiosity and information needs in the classroom context	• ask basic questions to satisfy personal curiosity and information needs	• ask questions to understand a topic, and identify information needs	• ask topic-appropriate questions, and identify and communicate information needs
Participate in Group Inquiry			
• ask and answer essential questions to satisfy group curiosity and information needs in the classroom context	• ask and answer basic questions to satisfy group curiosity and information needs	• contribute information and questions to assist in group understanding of a topic or task	• contribute information in group discussions to assist in group understanding of a topic or task
Create and Follow a Plan			
• listen to and follow simple directions in the classroom context	• listen actively and follow directions for gathering information	• recall and follow directions for accessing and gathering information	• recall and follow a sequential plan for accessing and gathering information

3.1 Plan and Focus

Grade 4	Grade 5	Grade 6
Personal Knowledge and Experience		
• categorize personal knowledge and experience of a topic to determine information needs	• summarize personal knowledge and experience of a topic to determine information needs	• summarize and focus personal knowledge and experience of a topic to determine information needs
Ask Questions		
• ask general and specific questions on topics, using predetermined categories	• formulate general and specific questions to identify information needs	• formulate relevant questions to focus information needs
Participate in Group Inquiry		
• identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research	• share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research	• contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research
Create and Follow a Plan		
• select and use a plan for gathering information	• gather and record information and ideas, using a plan	• create and follow a plan to collect and record information

3.1 Plan and Focus

Grade 7	Grade 8	Grade 9
Personal Knowledge and Experience		
• determine personal knowledge and experience of a topic to generate possible areas of inquiry or research	• determine the depth and breadth of personal knowledge and experience of a topic to generate possible areas of inquiry or research	• assess personal knowledge and experience of a topic to identify possible areas of inquiry or research
Ask Questions		
• formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information	• formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information	• develop a variety of focused questions to establish a purpose for gathering information
Participate in Group Inquiry		
• contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research	• contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes	• contribute ideas, knowledge and strategies to help identify group information needs and sources
Create and Follow a Plan		
• prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print and nonprint materials, and electronic sources	• prepare and use a plan to access, gather and record relevant information from a variety of human, print and electronic sources	• prepare and use a plan to access, gather and evaluate information and ideas from a variety of human, print and electronic sources

3.1 Plan and Focus

Grade 10	Grade 11	Grade 12
Personal Knowledge and Experience		
• use personal expertise and that of others on a topic to determine inquiry or research focus	• reflect on own expertise and information and that of others to identify topic interests, depth of knowledge and information needs for inquiry or research	• reflect on personal understanding and knowledge to determine topic interests, gaps in knowledge and inquiry or research objectives
Ask Questions		
• develop focused inquiry or research questions to anticipate personal and audience needs on a topic	• formulate and adjust inquiry or research questions to focus a topic and purpose	• develop effective, focused inquiry or research questions
Participate in Group Inquiry		
• collaborate to identify group knowledge base and determine inquiry or research topic focus	• collaborate to identify group knowledge base and determine inquiry or research topic focus	• collaborate to determine own knowledge base and that of others, and determine inquiry or research topic focus
Create and Follow a Plan		
• prepare, use and adjust an inquiry or research plan as needed to access relevant information and ideas independently using a variety of methods	• prepare, use and revise an inquiry or research plan, and locate, access and record relevant information from a variety of sources	• prepare, use and revise an inquiry or research plan, and locate, access, evaluate and select relevant information independently from a variety of sources

3.2 Select and Process

Kindergarten	Grade 1	Grade 2	Grade 3
Identify Personal and Peer Knowledge			
• identify self and others as sources of information	• identify and share basic personal knowledge related to experiences	• participate in group discussion to generate information on a topic, and identify sources of additional information	• record and share personal knowledge of a topic
Identify Sources			
• seek information from others in the classroom context	• seek information from a variety of sources	• answer questions, using oral, visual and print information sources	• access information, using a variety of sources
Evaluate Sources			
• recognize when information answers the questions asked	• recognize when information answers the questions asked	• compare gathered ideas and information with personal knowledge	• match information to inquiry or research needs
Access Information			
• use visual and auditory cues to understand ideas and information	• understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning	• use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning	• use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas
Make Sense of Information			
• use prior knowledge to make sense of information	• make and check predictions, using prior knowledge and oral, visual and print text features to understand information	• make connections between prior knowledge, ideas and information, and oral, visual and print text features	• determine the main ideas in information, using prior knowledge, predictions and connections

3.2 Select and Process

Grade 4	Grade 5	Grade 6
Identify Personal and Peer Knowledge		
• record and share personal knowledge of a topic to focus inquiry or research	• record, select and share personal knowledge of a topic to focus inquiry or research	• record personal knowledge of a topic, and collaborate to generate information for inquiry or research
Identify Sources		
• identify a variety of information sources to answer inquiry or research questions	• identify a variety of information sources to answer inquiry or research questions	• identify a variety of information sources to answer inquiry or research questions
Evaluate Sources		
• review information to determine its usefulness to inquiry or research needs, using pre-established criteria	• review information to determine its usefulness to inquiry or research needs, using pre-established criteria	• review information to determine its usefulness to inquiry or research needs, using pre-established criteria
Access Information		
• use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas	• use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information	• use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information
Make Sense of Information		
• determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words	• recognize organizational patterns of oral, visual and print text; and skim, scan and listen for key words and phrases	• use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information

Grade 7	Grade 8	Grade 9
Identify Personal and Peer Knowledge		
• select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research	• access, record and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research	• access, record and appraise personal/peer knowledge of a topic to establish an information base for inquiry or research
Identify Sources		
• choose appropriate information sources to meet inquiry and research needs	• distinguish between information sources that present fact and opinion, when inquiring or researching	• identify and use information sources that provide a variety of perspectives, when inquiring or researching
Evaluate Sources		
• use pre-established criteria to evaluate the currency, usefulness and reliability of information sources in answering inquiry or research questions	• develop and use criteria for evaluating information sources for a particular inquiry or research plan	• evaluate information sources for possible bias, using criteria designed for a particular inquiry or research plan
Access Information		
• expand and use a repertoire of skills, including visual and auditory skills, to access information and ideas from a variety of sources	• recall, expand and use a variety of skills, including visual and auditory skills, to access information and ideas from a variety of sources	• expand and use a variety of skills, including visual and auditory skills, to access information and ideas from a variety of sources
Make Sense of Information		
• determine literal and implied meanings of oral, visual and print texts, using a variety of strategies and cues	• construct meaning, using direct statements, implied meaning and inferences; and adjust rate of reading or viewing according to purpose, topic, density of information and organizational patterns of text	• identify a variety of factors, such as organizational patterns of text, page layouts, font styles, colour, voice-overs and camera angles, that affect meaning; scan to locate specific information quickly; and summarize, report and record main ideas of extended oral, visual and print texts

3.2 Select and Process

Grade 10	Grade 11	Grade 12
Identify Personal and Peer Knowledge		
• access, record and appraise personal expertise on an inquiry or research topic; initiate inquiry or research, using pre-established criteria	• access, record and appraise personal expertise on an inquiry or research topic; focus inquiry or research according to pre-established organization of a project	• identify personal knowledge of a topic; design projects to generate additional knowledge and ideas
Identify Sources		
• identify a range of diverse information sources to satisfy inquiry or research needs	• identify a range of information sources on an inquiry or research topic	• identify a range of diverse forms of information sources to satisfy information needs
Evaluate Sources		
• evaluate the quality of information sources and perspectives for a particular inquiry or research plan	• evaluate the reliability and credibility of information sources	• evaluate potential information sources for breadth, depth, reliability, validity and accessibility
Access Information		
• expand and use a variety of skills to access information and ideas from a variety of sources	• use a combination of information retrieval knowledge and skills for particular topics and purposes; expand and use a variety of skills to access information and ideas from a variety of sources	• use information retrieval knowledge and skills to access and make sense of information; create personalized strategies to accomplish a task based on time available and depth of topic
Make Sense of Information		
• identify a variety of factors that affect meaning, and use effective listening, reading and viewing techniques	• identify and analyze a variety of factors that affect meaning, skim and scan for required information, and use effective listening, reading and viewing techniques	• identify and analyze a variety of factors that affect meaning, and listen, read and view actively for themes, main ideas and supporting details of speakers and writers

3.3 Organize, Record, and Assess

Kindergarten	Grade 1	Grade 2	Grade 3
Organize Information			
• categorize objects and visuals according to similarities and differences	• identify and categorize information according to similarities, differences and sequences	• categorize related information and ideas, using a variety of strategies	• organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing
Record Information			
• represent and share information and ideas	• represent and express key facts and ideas in visual form or with words	• record key facts and ideas in own words, and identify titles and writers of sources	• record facts and ideas, using a variety of strategies; and list authors and titles of sources
Evaluate Information			
• share information gathered on a specific topic	• use gathered information as a basis for communication	• examine gathered information, with teacher guidance, to decide what to share or omit	• determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose
Develop New Understanding			
• participate in information-gathering experiences	• recall, share and record information-gathering experiences in visual or text form	• recall, discuss and record information-gathering experiences	• use gathered information and questions to review and add to knowledge

Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record, and Assess

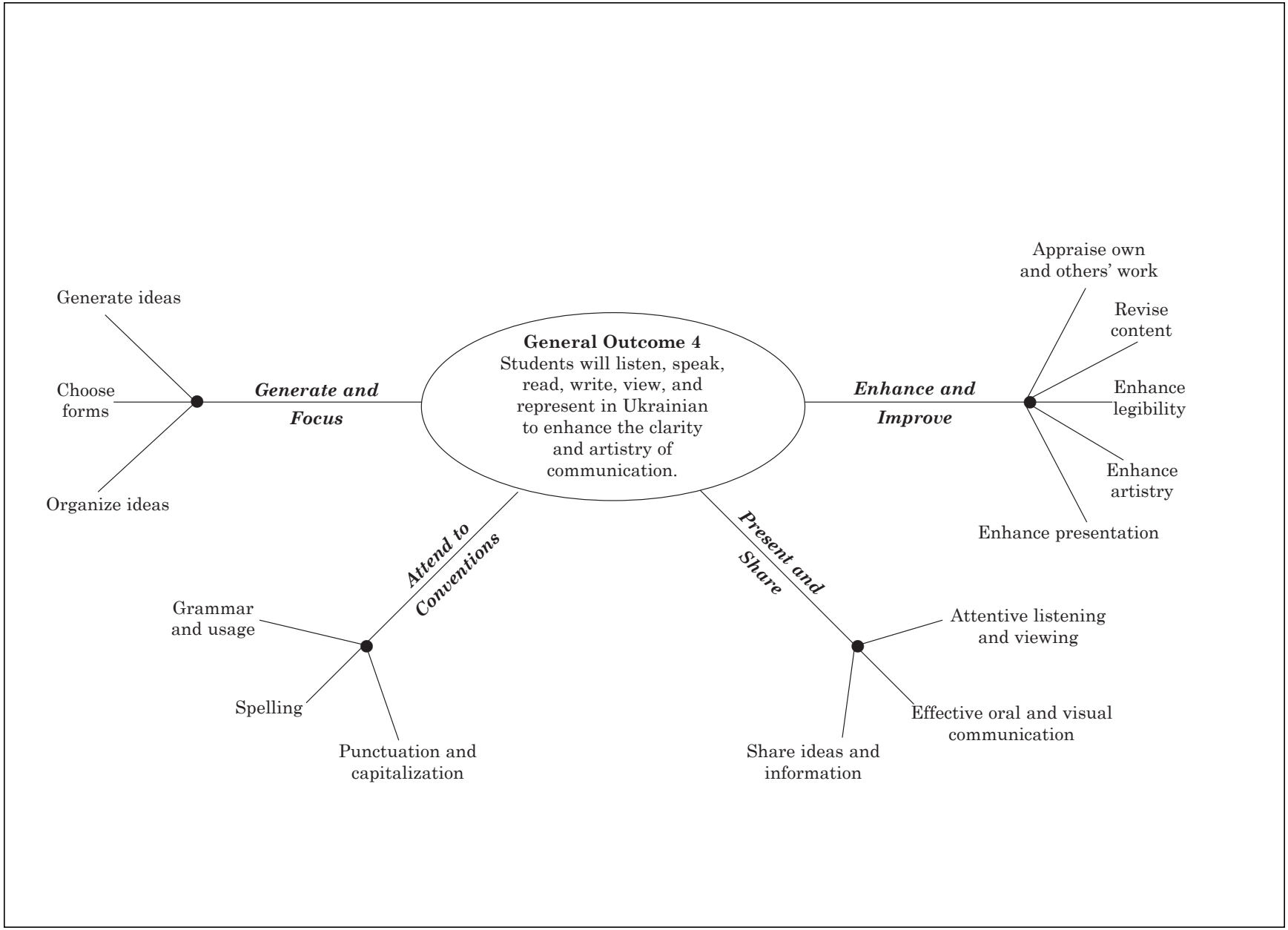
Grade 4	Grade 5	Grade 6
Organize Information		
• organize information and ideas in logical sequences, using a variety of strategies	• organize information and ideas into categories, using a variety of strategies	• organize information and ideas, using a variety of strategies and techniques
Record Information		
• record facts and ideas, using a variety of strategies; and list authors and titles of sources	• record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately	• record information in own words, cite authors and titles appropriately, and provide publication dates of sources
Evaluate Information		
• analyze collected information to identify categories or aspects of a topic that need more information	• recognize gaps in the information gathered, and locate additional information needed	• recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose
Develop New Understanding		
• use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content	• determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences	• assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research

3.3 Organize, Record, and Assess

Grade 7	Grade 8	Grade 9
Organize Information		
• organize information and ideas in order of priority, according to topic and task requirements	• organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose	• organize information and ideas by developing and selecting appropriate categories and organizational structures
Record Information		
• summarize major ideas and supporting details in point form, and reference sources using a consistent format	• make notes using headings and subheadings or graphic organizers appropriate to a topic, and reference sources using a consistent format	• summarize and record information in a variety of forms, paraphrasing and/or quoting relevant facts and opinions; and reference sources using a consistent format
Evaluate Information		
• recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose	• assess the appropriateness of the amount and quality of information collected; and recognize and address information gaps for particular forms, audiences and purposes	• distinguish between main and supporting information to evaluate usefulness, relevance and completeness; and address information gaps for particular forms, audiences and purposes
Develop New Understanding		
• assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research	• organize new information and connect it to prior knowledge, and reflect on the impact of new information on the inquiry or research process	• reflect on new knowledge and its value to self, and determine personal inquiry and research strengths and learning goals

3.3 Organize, Record, and Assess

Grade 10	Grade 11	Grade 12
Organize Information		
• organize and reorganize information and ideas in a variety of forms for different purposes	• develop flexibility and independence in organizing information and ideas, using a variety of strategies selected for specific purposes	• organize information and ideas according to topic, purpose, form of presentation and final product
Record Information		
• record information and ideas, using a variety of organizational structures appropriate to purpose, and reference sources	• record and summarize facts and information from a variety of sources; reference sources	• record and summarize information and perspectives from a variety of sources and presentation forms
Evaluate Information		
• evaluate collected information for completeness, accuracy, relevance and effectiveness, and address information gaps for particular forms, audiences and purposes	• evaluate collected information for completeness, accuracy, currency and relevance for particular forms, audiences and purposes	• evaluate collected information for completeness, accuracy, currency, relevance and effectiveness for particular forms, audiences and purposes
Develop New Understanding		
• integrate new information with prior knowledge to form new ideas; reflect on implications of conclusions	• synthesize a variety of perspectives; consider alternative methods of reaching inquiry or research goals	• evaluate the contribution of new information to personal knowledge base; self-assess inquiry, research, authoring and presentation skills


General Outcome 4
Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.
Generate and Focus
Generate ideas
Choose forms
Organize ideas
Enhance and Improve
Appraise own and others' work
Revise content
Enhance legibility
Enhance artistry
Enhance presentation
Attend to Conventions
Grammar and usage
Spelling
Punctuation and capitalization
Present and Share
Attentive listening and viewing
Effective oral and visual communication
Share ideas and information

4.1 Generate and Focus

Kindergarten	Grade 1	Grade 2	Grade 3
Generate Ideas			
• share ideas from personal experiences	• contribute ideas from personal experiences for oral, print and visual texts	• generate and contribute ideas on particular topics for oral, print and visual texts	• generate and contribute ideas on particular topics for oral, print and visual texts
Choose Forms			
• participate in shared text experiences	• share ideas and experiences, using simple text forms	• share ideas and experiences, using various text forms for particular audiences	• use a variety of text forms for particular audiences and purposes
Organize Ideas			
• recognize that ideas expressed in oral language can be represented and recorded	• organize visuals to express ideas and tell stories	• organize visuals and print to express ideas and tell stories	• arrange ideas in own oral, print and visual texts, using organizers

For a sample list of text forms, see Appendix A.

4.1 Generate and Focus

Grade 4	Grade 5	Grade 6
Generate Ideas		
• generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies	• focus a topic for oral, print and visual texts, using a variety of strategies	• focus a topic for oral, print and visual texts, using a variety of strategies
Choose Forms		
• use a variety of text forms for particular audiences and purposes	• use a variety of text forms for particular audiences and purposes	• use a variety of text forms for particular audiences and purposes
Organize Ideas		
• develop and arrange ideas in own oral, print and visual texts, using organizers	• develop and arrange ideas in own oral, print and visual texts, using a variety of organizers	• use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts

For a sample list of text forms, see Appendix A.

4.1 Generate and Focus

Grade 7

Generate Ideas

- experiment with various ways to generate ideas and focus a topic

Choose Forms

- compose text, using appropriate forms that match content, audience and purpose

Organize Ideas

- identify and use appropriate organizational patterns in own oral, print and visual texts

Grade 8

- consider form and audience when generating ideas and focusing a topic
- compose text, using appropriate forms that match content, audience and purpose
- identify and use a variety of organizational patterns in own oral, print and visual texts; and compose appropriate introductions and conclusions

Grade 9

- use a variety of techniques to generate and select ideas for oral, print and visual texts
- compose text, using appropriate forms that match content, audience and purpose
- identify and use a variety of organizational patterns in own oral, print and visual texts; and use transitional features

For a sample list of text forms, see Appendix A.

4.1 Generate and Focus

Grade 10	Grade 11	Grade 12
Generate Ideas		
• synthesize ideas from personal experiences and other sources to focus a topic	• generate, evaluate and select ideas to achieve personal communication purposes; choose a form appropriate to audience and purpose	• consider personal needs and topic, purpose and audience when generating ideas
Choose Forms		
• use a variety of forms* to match content, audience and purpose	• use and adapt a variety of forms* to match content, audience and purpose	• use a variety of forms* appropriate to identified content, audience and purpose
Organize Ideas		
• experiment with more than one organizational structure for own oral, written and visual texts	• use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance own oral, written and visual texts	• understand the importance of organizing oral, written and visual texts to achieve specific purposes; organize appropriately

For a sample list of text forms, see Appendix A.

4.2 Enhance and Improve

Kindergarten	Grade 1	Grade 2	Grade 3
Appraise Own and Others' Work			
• participate in the sharing of own creations and those of others	• talk about own creations and those of others, using basic, common expressions	• talk about own creations and those of others, using common expressions	• share own stories and creations with peers, and respond to questions or comments
Revise Content			
• express lack of understanding	• ask simple questions to clarify meaning	• ask basic questions to clarify ideas	• revise own ideas to accommodate new ideas and information
Enhance Legibility			
• trace and copy letters, and explore letter keys on the keyboard	• form recognizable letters; and use letters, numbers and basic function keys on the keyboard	• strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text	• print or write letters legibly; and space words appropriately, both manually and using a keyboard
Enhance Artistry			
• use familiar words to describe ideas	• use familiar words or simple sentences to describe ideas	• experiment with words and sentence patterns, with support	• experiment with words and simple sentence patterns
Enhance Presentation			
• use visuals to express ideas, feelings and information	• use familiar words with visuals to express ideas, feelings and information	• combine illustrations and simple print texts to express ideas, feelings and information	• combine illustrations and print texts to express ideas, feelings and information

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Grade 4	Grade 5	Grade 6
Appraise Own and Others' Work		
• share own stories and creations in various ways; and provide feedback to peers, with guidance	• share own stories and creations in various ways; and give support and offer feedback to peers, using preestablished criteria	• share with peers own stories and creations in various ways; and give support and offer feedback to peers, using preestablished criteria
Revise Content		
• revise text to focus on main ideas and relevant information	• revise text to create an interesting impression, and check for sequence of ideas	• revise text for content, organization and clarity
Enhance Legibility		• write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate
• write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising	• write legibly, and use word processing when composing and revising	
Enhance Artistry		
• select from a range of word choices, and use simple sentence patterns to communicate ideas and information	• choose descriptive language and sentence patterns to clarify and enhance ideas	• choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas
Enhance Presentation		
• prepare neat and organized compositions, reports and charts that engage the audience	• prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience	• prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

4.2 Enhance and Improve

Grade 7	Grade 8	Grade 9
Appraise Own and Others' Work		
• share own work in a variety of ways; and appraise particular aspects of own work and that of others, using pre-established criteria	• share and discuss particular qualities of samples from own collection of work; and accept and provide constructive suggestions for revising own work and that of others	• share own work in a variety of ways; appraise own work and that of others, using appropriate criteria; and suggest revisions to own work and that of others, using a variety of strategies
Revise Content		
• revise text to create effective sentences that convey content clearly	• revise text to enhance meaning and effect	• review a previous draft, and revise it to refine communication and enhance self-expression
Enhance Legibility		
• determine the appropriateness of handwriting or word processing for a particular task, when composing and revising; and combine print and visuals when engaged in desktop publishing	• format for legibility and effect when composing and revising, and enhance the coherence of documents	• format for legibility and effect, use word processing effectively and efficiently when composing and revising, and combine print and visuals from various sources when engaged in desktop publishing
Enhance Artistry		
• select words to enhance clarity and artistry, and use varied sentence lengths and structures	• select appropriate words and sentence patterns during revision to enhance clarity and artistry	• identify figures of speech, and select appropriate words and sentence patterns during revision to enhance clarity and artistry
Enhance Presentation		
• prepare compositions, reports, and inquiry or research projects, using a variety of text organizers	• prepare compositions, reports, presentations, and inquiry or research projects, using a variety of text organizers	• prepare compositions, presentations, reports, and inquiry or research projects with adequate detail and effective organization for audience understanding

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Grade 10	Grade 11	Grade 12
Appraise Own and Others' Work		
• share own work in a variety of forums, and appraise own work and respond to the work of others, using pre-established criteria	• share own work in a variety of forums, and respond to and appraise own ideas, language use and forms and those of others relative to purpose and audience	• share own work in a variety of forums, and respond to and appraise the effectiveness of own work and that of others
Revise Content		
• create a dominant impression, and recognize a variety of communication styles appropriate in both public and personal contexts	• use words that are precise, use vivid adjectives and adverbs, and experiment with figurative language	• apply communication styles for a variety of purposes, such as dramatic effect, personal introduction and formal debate, and use precise and appropriate language in context
Enhance Legibility		
• use desktop publishing to adapt, combine and create documents	• use a combination of technological and nontechnological forms to create multimedia presentations and documents	• use a combination of technological and nontechnological forms to publish and create multimedia presentations
Enhance Artistry		
• analyze drafts and revise to enhance clarity of expression	• analyze drafts and revise to ensure coherence and unity	• analyze drafts and revise to ensure unity, emphasis and coherence
Enhance Presentation		
• prepare compositions, presentations, reports, essays and inquiry or research projects in an effective order and with adequate detail	• use a variety of styles and formats for descriptive, narrative and expository compositions, and use research to support and enhance description	• use logical and persuasive language, and incorporate information into a variety of forms and styles for effective, creative expression of ideas, feelings and information

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

Kindergarten	Grade 1	Grade 2	Grade 3
Grammar and Usage			
• check for complete sentences, with guidance	• check for complete sentences; and make sentences complete, with guidance	• check for complete sentences, and make sentences complete	• edit a text to ensure it includes complete sentences
Spelling			
• connect sounds with letters	• copy familiar words	• spell familiar words, using basic strategies and resources	• spell familiar words, using a variety of strategies and resources
Capitalization and Punctuation			
• recognize some basic writing conventions	• imitate basic writing conventions	• use basic writing conventions	• use basic writing conventions when editing and proofreading

4.3 Attend to Conventions

Grade 4	Grade 5	Grade 6
Grammar and Usage		
• edit for complete sentences and to eliminate unnecessary repetition of words	• identify and eliminate sentence fragments	• identify and eliminate sentence fragments and run-on sentences
Spelling		
• recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns	• recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness	• apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words
Capitalization and Punctuation		
• use basic writing conventions when editing and proofreading	• use writing conventions when editing and proofreading	• apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading

4.3 Attend to Conventions

Grade 7

Grammar and Usage

- edit for basic grammatical accuracy

Spelling

- apply spelling conventions to familiar and unfamiliar words; and use appropriate resources when editing and proofreading

Capitalization and Punctuation

- apply writing conventions in a variety of sentence structures when editing and proofreading

Grade 8

- edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas
- apply spelling conventions to familiar and unfamiliar words; and use appropriate resources when editing and proofreading
- apply writing conventions in dialogues and quotations when editing and proofreading

Grade 9

- edit for basic grammatical accuracy, sentence variety, word choice and style appropriate to audience and purpose
- apply various spelling conventions, and use a variety of resources when editing and proofreading
- apply writing conventions in references to sources when editing and proofreading

4.3 Attend to Conventions

Grade 10	Grade 11	Grade 12
Grammar and Usage		
• edit for basic grammatical accuracy, appropriate style and emphasis for intended audience and purpose	• proofread for errors in language usage and grammar	• adjust grammatical structures to ensure clarity and achieve desired style and form
Spelling		
• know and apply spelling conventions consistently, and monitor for correctness when editing and proofreading, using appropriate resources	• know and apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect	• know and apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect
Capitalization and Punctuation		
• know and apply writing conventions in headings, subheadings and bibliographies when editing and proofreading	• know and apply writing conventions for stylistic effect when editing and proofreading	• know and apply writing conventions for effect when editing and proofreading

4.4 Present and Share

Kindergarten	Grade 1	Grade 2	Grade 3
Share Ideas and Information			
• use illustrations and other materials to share information and ideas	• share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation	• share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions	• share information and ideas on a topic with a familiar audience, and clarify information by responding to questions
Effective Oral and Visual Communication			
• express and represent ideas through various media and forms	• share information and ideas with a group	• present information and ideas	• present information and ideas in an appropriate form
Attentive Listening and Viewing			
• demonstrate active listening and viewing behaviours	• demonstrate active listening and viewing behaviours	• demonstrate attentive audience behaviours	• demonstrate appropriate audience behaviours

4.4 Present and Share

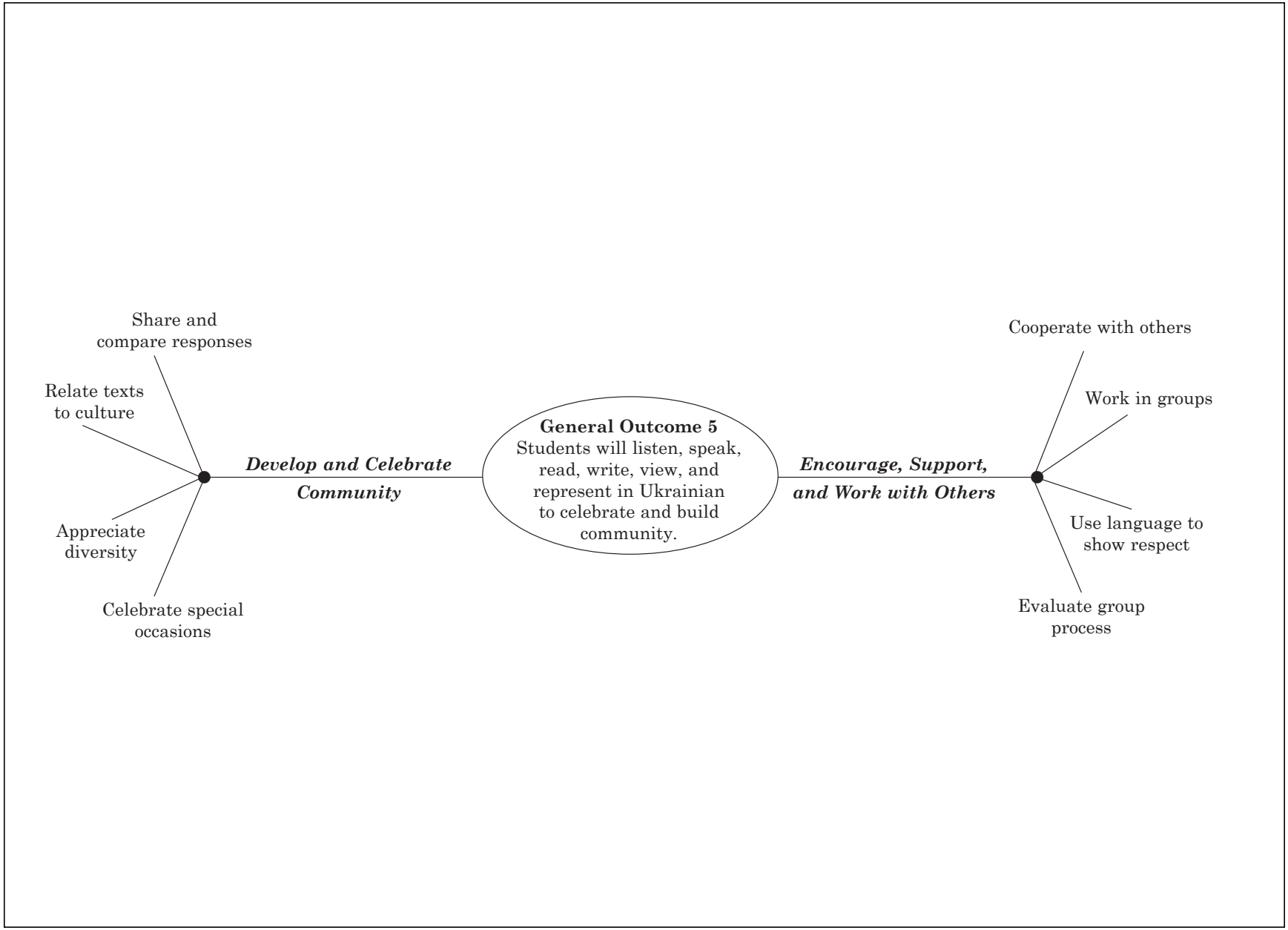
Grade 4	Grade 5	Grade 6
Share Ideas and Information		
• present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation	• prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience	• prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience
Effective Oral and Visual Communication		
• describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues	• use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention	• use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication
Attentive Listening and Viewing		
• demonstrate appropriate audience behaviours, and show respect for the presenter	• show respect for the presenter, through active listening and viewing behaviours	• demonstrate critical listening and viewing behaviours, and show respect for the presenter

4.4 Present and Share

Grade 7	Grade 8	Grade 9
Share Ideas and Information		
• facilitate small-group activities and short, whole-class sessions to share information on a topic, using pre-established active learning strategies, such as role-plays, language games and simulations	• plan and facilitate small-group activities and short, whole-class sessions to share information on a topic, using a variety of engaging methods, such as presentations, role-plays and visual aids	• plan and conduct peer-involved class activities or discussions to share individual inquiry or research and understanding on a topic
Effective Oral and Visual Communication		
• present short oral presentations and reports, using verbal and nonverbal cues, such as diction, pacing, presence, facial expressions and gestures, to focus audience attention and project emotion appropriate to the subject and point of view	• explain, share and present orally, using conventions of public speaking in a variety of settings, such as small-group presentations and whole-class presentations; and use visual aids to enhance the effectiveness of oral presentations	• choose vocabulary, voice production factors and nonverbal cues to communicate effectively to a variety of audiences; and use a variety of media and display techniques to enhance the effectiveness of oral presentations
Attentive Listening and Viewing		
• demonstrate critical listening and viewing behaviours, and show respect for the presenter	• demonstrate critical listening and viewing behaviours, and show respect for the presenter	• demonstrate critical listening and viewing behaviours, and show respect for the presenter

4.4 Present and Share

Grade 10	Grade 11	Grade 12
Share Ideas and Information		
• plan and present sessions on particular topics, using a variety of techniques	• plan and present or facilitate sessions on particular topics, using a variety of techniques	• organize and conduct class sessions on a specific topic, using various strategies
Effective Oral and Visual Communication		
• communicate meaning, emphasis and mood effectively; organize language for specific purposes, audiences and occasions; apply conventions of public speaking in a variety of settings	• use voice production factors and nonverbal cues to communicate meaning, mood and interest, use tone and tempo for dramatic effect, give prepared talks from notes or memory, participate effectively in interviews, and participate in personal and public communication, such as giving speeches and reading poetry	• select, adapt and shape language and presentation formats appropriate to specific subjects, purposes, audiences and occasions
Attentive Listening and Viewing		
• demonstrate critical listening and viewing behaviours, and show respect for the presenter	• demonstrate critical listening and viewing behaviours, and show respect for the presenter	• demonstrate critical understanding of presentation purpose


Share and compare responses
Relate texts to culture
Appreciate diversity
Celebrate special occasions
Develop and Celebrate Community
General Outcome 5
Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.
Encourage, Support, and Work with Others
Cooperate with others
Work in groups
Use language to show respect
Evaluate group process

5.1 Develop and Celebrate Community

Kindergarten	Grade 1	Grade 2	Grade 3
Share and Compare Responses			
• represent and draw about self and family	• tell and draw about self and family	• tell, draw and write about self, family and community	• record ideas and experiences, and share them with others
Relate Texts to Culture			
• listen actively to stories, and demonstrate curiosity	• listen to stories from oral, print, visual and multimedia texts from different communities	• explore similarities among stories from oral, print, visual and multimedia texts from different communities	• compare ideas within stories from oral, print, visual and multimedia texts from different communities
Appreciate Diversity			
• connect aspects of stories to personal feelings and experiences	• connect aspects of stories and characters to personal feelings and experiences	• connect aspects of stories and characters to personal feelings and experiences	• connect situations portrayed in oral, print, visual and multimedia texts to personal experiences
Celebrate Special Occasions			
• contribute to group experiences to create and celebrate	• share ideas and experiences to create and celebrate	• participate in shared language experiences to celebrate individual and class achievements and cultural events	• participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events

Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

Grade 4	Grade 5	Grade 6
Share and Compare Responses		
• understand relationships between own ideas and experiences and those of others	• acknowledge differing responses to common experiences	• compare own ways of responding and thinking with those of others
Relate Texts to Culture		
• examine ideas within stories from oral, print, visual and multimedia texts from various communities	• discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities	• explore cultural representations in oral, print, visual and multimedia texts from various communities
Appreciate Diversity		
• connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences	• connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences	• connect the thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences
Celebrate Special Occasions		
• use language appropriate in tone and form when participating in classroom and school activities	• select and use language appropriate in tone and form to recognize and honour people and events	• select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

Grade 7	Grade 8	Grade 9
Share and Compare Responses		
• demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings	• express personal reactions to a variety of experiences and texts, and acknowledge the reactions of others	• recognize that differing perspectives and unique reactions enrich understanding
Relate Texts to Culture		
• explain ways in which oral, print, visual and multimedia texts reflect topics and themes in life	• compare ways in which oral, print, visual and multimedia texts from a variety of cultures explore similar ideas	• recognize ways in which oral, print, visual and multimedia texts capture specific elements of a culture or period in history
Appreciate Diversity		
• interpret the choices and motives of individuals encountered in oral, print, visual and multimedia texts; and examine how they relate to self and others	• compare the choices and behaviours of individuals presented in oral, print, visual and multimedia texts with personal choices, values and behaviours	• reflect on ways in which the choices and motives of individuals encountered in oral, print, visual and multimedia texts provide insight into those of self and others
Celebrate Special Occasions		
• use appropriate language to participate in public events, occasions or celebrations	• explore various ways in which language is used across cultures, age groups and genders to honour and celebrate people and events	• participate in celebrating special events, and recognize the important and significant influence of language

Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

Grade 10	Grade 11	Grade 12
Share and Compare Responses		
• recognize and act upon the importance of respecting evidence, truth and views of others when discussing, describing or recording experiences	• identify situations that require discussion to achieve mutual understanding and act accordingly	• recognize that communication influences knowledge and personal reflections
Relate Texts to Culture		
• recognize and discuss ways in which oral, literary and media texts reflect cultural and attitudinal influences	• recognize and discuss the impact of historical setting, culture and literary tradition on a variety of oral, literary and media texts	• analyze ways in which cultural and social experiences shape personal responses to oral, literary and media texts
Appreciate Diversity		
• analyze the role of language and oral, literary and media texts in revealing and explaining the human condition	• analyze how language and oral, literary and media texts define personal roles and experiences	• analyze how language and oral, literary and media texts reflect and affect the human condition
Celebrate Special Occasions		
• participate in using language to mark special events and occasions, and recognize that language performs a symbolic and ceremonial function	• recognize and use the influence of language to signify the importance of special events that celebrate human experiences	• analyze how language reflects and shapes human experiences

Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support, and Work with Others

Kindergarten	Grade 1	Grade 2	Grade 3
Cooperate with Others			
• participate in group activities	• work in partnerships and groups	• cooperate in small groups	• cooperate in a variety of partnership and group structures
Work in Groups			
• demonstrate attentiveness in group activities	• take turns sharing information and ideas	• contribute related ideas and information in whole-class and small-group activities	• ask others for their ideas, and express interest in their contributions
Use Language to Show Respect			
• recognize variations in language use	• recognize that individuals adjust language use for different situations	• adjust own language use for different situations	• appreciate variations in language use in a variety of contexts in the immediate community
Evaluate Group Process			
• help others and ask others for help	• find ways to be helpful to others	• acknowledge the achievements of others	• understand how class members help each other

5.2 Encourage, Support, and Work with Others

Grade 4	Grade 5	Grade 6
Cooperate with Others		
• appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly	• distinguish between on-task and off-task ideas and behaviours in a group, and stay on task	• assist group members to maintain focus and complete tasks
Work in Groups		
• take roles and share responsibilities as group members	• assume the responsibilities for various group roles	• select and assume roles to assist in the achievement of group goals
Use Language to Show Respect		
• show consideration for those whose ideas, abilities and language use differ from own	• demonstrate sensitivity to appropriate language use when communicating orally	• demonstrate sensitivity to appropriate language use and tone when communicating orally
Evaluate Group Process		
• show appreciation and offer constructive feedback to peers, and seek support from group members	• assess group process, using checklists; and determine areas for development	• assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists

5.2 Encourage, Support, and Work with Others

Grade 7	Grade 8	Grade 9
Cooperate with Others		
• contribute to group efforts to reach consensus or conclusions	• engage in dialogue to understand the feelings and viewpoints of others, and contribute to group harmony	• recognize the importance of effective communication in working with others
Work in Groups		
• present group conclusions or findings to classmates	• plan, organize and participate in presentations of group findings	• organize and complete group tasks effectively
Use Language to Show Respect		
• respect diverse languages, ideas, texts and traditions; and recognize contributions of self, peers and the community	• demonstrate respect for other people's language, history and culture	• use inclusive language and actions that support people across races, cultures, genders, ages and abilities
Evaluate Group Process		
• evaluate group process and personal contributions according to pre-established criteria	• evaluate the quality of own contributions to group process, and set goals and plans for development	• establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

5.2 Encourage, Support, and Work with Others

Grade 10	Grade 11	Grade 12
Cooperate with Others		
• make and encourage contributions that advance a group's ideas or thinking	• build and maintain cooperative relationships with others, and engage in peer coaching	• demonstrate flexibility in working with others, engage in self-initiated peer learning situations, and recognize the merits and limitations of group work
Work in Groups		
• present group ideas and findings effectively to unfamiliar audiences	• demonstrate facility in functioning as a group member and a group leader	• explain differences in roles between that of group leader and that of group member in a variety of situations
Use Language to Show Respect		
• use communication that supports balanced, fair and accurate portrayals of people across races, cultures, genders, ages and abilities	• support group members in addressing exploitative or discriminatory situations, and explore and value diverse perspectives	• recognize and monitor personal role in creating and sustaining a positive learning community
Evaluate Group Process		
• identify areas where others may require support and monitor own ability to provide needed support	• monitor and assess personal efforts and products regularly within a group context	• demonstrate accountability as an individual and as a group member

UKRAINIAN LANGUAGE ARTS
KINDERGARTEN TO GRADE 12

LANGUAGE ARTS
SPECIFIC LANGUAGE COMPONENT

Language Arts
Specific Language Component

The Specific Language Component provides the linguistic elements of the Ukrainian language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound-symbol system, lexicon, grammatical elements, mechanical features and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing, as well as outcomes to support sociocultural/sociolinguistic competence and strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings-language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list are not prescriptive but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Comprehensive List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning