



General Outcome 4



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

In school and in daily life, students are expected to communicate ideas and information using well-organized, clear, and precise language. They use artistic language to create, to express who they are and what they feel, and to share their experiences with others in a variety of oral, literary, and media texts.

As students use the English language arts in a variety of contexts with instruction, encouragement, and support, they revise and edit to clarify meaning, achieve purposes, and affect audiences. In doing so, they apply the conventions of grammar, language usage, spelling, punctuation, and capitalization. They develop an appreciation for and an understanding of how language works and use the specialized vocabulary of the English language arts. As well, they develop confidence and skill in sharing and responding to thoughts, ideas, and experiences through informal and formal presentations.

Learning effective strategies for using language with precision, clarity, and artistry is interrelated with learning in the other general outcomes. Students use exploratory language to discover and focus their communication. Oral, literary, and media texts of all kinds provide vicarious experiences and new perspectives that students use for speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Creating and communicating with language enhance collaboration and build community.

Students enhance clarity and artistry of all communication forms by responding and presenting in respectful and effective ways. Competence in active listening, group participation, and group facilitation skills and strategies enables students to focus on the content and artistry of their communication. While these skills and strategies may not be explicitly stated in the outcomes, they permeate all general outcomes.



4.1 *Generate and Focus*

Grade 7

Generate Ideas

- consider form and audience when generating ideas and focusing a topic

Choose Forms

- select and compose using specific forms [such as character sketches, legends, video programs, scripts, stories, advertisements, posters...] that serve various audiences and purposes

Organize Ideas

- identify and use appropriate organizational patterns [such as key idea and supporting details, cause and effect, sequence...] in own oral, written, and visual texts

Grade 8

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

- compose using specific forms [such as biographies, letters to the editor, newspaper articles, audio-visual presentations...] that ensure a match between content, audience, and purpose

- identify and use a variety of organizational patterns [such as rising action, pyramid structure, cause and effect, comparison and contrast, sequence...] in own oral, written, and visual texts; compose effective introductions and conclusions

Senior 1

- use a variety of techniques to generate and select ideas for oral, written, and visual texts

- adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, prose...] to match content, audience, and purpose

- identify and use a variety of organizational patterns [such as flashbacks, cause and effect, comparison and contrast, problem and solution...] in own oral, written, and visual texts; use effective transitions

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4.1 *Generate and Focus*

Senior 2

- generate and combine ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose
- experiment with a variety of forms [such as reports, résumés, cover letters, dramatizations, visual representations, short stories...] appropriate for content, audience, and purpose
- select organizational structures and techniques to create oral, written, and visual texts; use effective introduction, well-organized body, and effective conclusion to engage and sustain audience interest

Senior 3

- generate, evaluate, and select ideas to develop a topic, express a perspective, engage an audience, and achieve a purpose
- select and use a variety of forms appropriate for content, audience, and purpose
- select and use a variety of organizational structures and techniques and appropriate transitions in oral, written, and visual texts to communicate clearly and effectively

Senior 4

- generate, evaluate, and select ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context
- adapt and use forms appropriate for audience, purpose, and context
- evaluate the potential impact of various organizational structures, techniques, and transitions in oral, written, and visual texts to achieve specific purposes for particular audiences and to ensure unity and coherence

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4.2 Enhance and Improve

Grade 7

Appraise Own and Others' Work

- appraise and suggest revisions for own and others' work and presentations using appropriate criteria and a variety of strategies [such as peer editing, checklists, self-reflections...]

Revise Content

- revise to create effective sentences that convey content clearly and generate reader interest

Enhance Legibility

- determine the appropriateness of handwriting or word processing for a particular task when composing, formatting, and revising; combine print and visuals when desktop publishing

Enhance Artistry

- experiment with figures of speech [including similes, metaphors, and personification], selecting 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 organizers [such as titles, subtitles, headings, subtopics, graphic organizers...]

Grade 8

- share own work in a variety of ways; appraise particular aspects [such as word choice, description, language usage, organization, audience appeal...] of own and others' work and presentations using pre-established criteria

- revise to enhance meaning and effect according to audience and purpose

- format for legibility and emphasis when composing and revising; enhance the coherence and impact of documents using electronic editing functions [such as cut, paste, copy, insert...]

- experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions

- prepare compositions, reports, presentations, and inquiry or research projects using a variety of organizers [such as chapters, table of contents, headings, introduction, conclusion...]

Senior 1

- share and discuss particular qualities of samples from own collection of work; accept and provide constructive suggestions for revising own and others' work and presentations

- review previous draft and revise to refine communication and enhance self-expression

- format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals

- experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry

- prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding

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4.2 Enhance and Improve

Senior 2

- appraise drafts of own work and respond to others' drafts with constructive suggestions on content, language use, and form
- analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness
- use appropriate text features [such as underlining, indentation, spacing, margins, left and right justification...] to enhance legibility for particular audiences, purposes, and contexts
- use an appropriate variety of sentence patterns, visuals, sounds, and figurative language to create a desired effect
- experiment with strategies and devices [such as diagrams, sound effects, demonstrations...] to enhance the clarity of presentations

Senior 3

- appraise own choices of ideas, language use, and forms relative to purpose and audience, and provide others with constructive appraisals
- analyze and revise drafts to ensure appropriate content and to enhance unity, clarity, and coherence
- use appropriate text features to enhance legibility for particular audiences, purposes, and contexts
- use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect
- use appropriate strategies and devices to enhance the clarity and appeal of presentations

Senior 4

- appraise and discuss the effectiveness of own and others' choices relative to content, form, style, and presentation
- evaluate and revise drafts to ensure appropriate content and language use and to enhance precision, unity, and coherence
- select text features to enhance legibility and artistry for particular audiences, purposes, and contexts
- use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, effect, and originality
- use appropriate strategies and devices to enhance the impact of presentations

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4.3 *Attend to Conventions*

Grade 7

Grammar and Usage

- edit for consistent verb tense and to eliminate unnecessary repetition of words and ideas

Spelling

- know spelling conventions and apply them to familiar and unfamiliar words [such as technical and scientific terminology, words with foreign derivations...]; use appropriate resources when editing and proofreading

Punctuation and Capitalization

- know and apply capitalization and punctuation conventions in simple, compound, and complex sentences when editing and proofreading

Grade 8

- edit for sentence variety, word choice, and tone appropriate to audience and purpose, and to eliminate misplaced modifiers

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

- know and apply capitalization and punctuation conventions consistently in a variety of sentence structures and written forms when editing and proofreading

Senior 1

- edit for parallel structure, use of transitional devices, and clarity

- know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading

- know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading

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4.3 *Attend to Conventions*

Senior 2

- select appropriate words, grammatical structures, and register [such as formal or informal vocabulary, varied sentence patterns, active voice, colloquial or formal language...] to achieve clarity and desired effect
- know and apply Canadian spelling conventions for familiar and new vocabulary; monitor for correctness in editing and proofreading using appropriate resources
- know and apply capitalization and punctuation conventions to clarify intended meaning, using appropriate resources as required

Senior 3

- select appropriate words, grammatical structures, and register for audience, purpose, and context
- know and apply Canadian spelling conventions and monitor for correctness using appropriate resources; recognize adapted spellings for particular effects
- know and apply capitalization and punctuation conventions to clarify intended meaning, using appropriate resources as required

Senior 4

- analyze and edit texts for appropriate word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness
- know and apply Canadian spelling conventions for a broad repertoire of words and monitor for correctness; recognize and use creative spellings for special effects
- know and apply capitalization and punctuation conventions to clarify intended meaning, referring to appropriate style manuals and other resources

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4.4 Present and Share

Grade 7

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, simulations...]

Effective Oral Communication

- deliver short oral presentations and reports using verbal and non-verbal cues [such as diction, pacing, presence, facial expression, gestures...] to focus audience attention; project emotion appropriate to the subject and point of view

Attentive Listening and Viewing

- demonstrate critical listening and viewing skills and strategies [such as evaluating content, quality, presentation delivery...] and show respect for presenters through appropriate audience behaviours [such as showing attentiveness, participating in audience activities...]

Grade 8

- 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 mini-lessons, role-plays, visual aids...]

- explain, share, and present orally using appropriate conventions of public speaking in a variety of settings [such as small-group and whole-class presentations...]; use visual aids to enhance the effectiveness of oral presentations

- demonstrate critical listening and viewing skills and strategies [such as activating prior knowledge, integrating new information, evaluating the effectiveness of the introduction and conclusion...] and show respect for presenter(s)

Senior 1

- plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic

- choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and display techniques to enhance the effectiveness of oral presentations

- demonstrate critical listening and viewing skills and strategies [such as following the train of thought, noting main points and details, evaluating presentation techniques...] and show respect for presenter(s)

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4.4 Present and Share

Senior 2

- present ideas and information using a variety of print and other resources and interactive approaches [such as dramatizations, multimedia presentations, photographs and slides, audiotapes...]
- use appropriate voice production factors [such as pitch, tone, pauses...] and non-verbal cues [such as gestures, stance, eye contact...] to clarify intent in personal and public communication
- demonstrate active listening and viewing behaviours [such as observing gender portrayals, inclusion and exclusion, stereotyping, respectful and disrespectful portrayals...] to understand and respond to presentations using a variety of means [such as small-group discussion, personal writing...]

Senior 3

- demonstrate confidence when presenting ideas and information; revise presentations as needed for subsequent occasions
- use appropriate voice and visual production factors to communicate and emphasize intent in personal and public communication
- demonstrate critical listening and viewing behaviours [such as analyzing message, qualifications of presenter, support used, reasoning used...] to understand and respond to presentations in a variety of ways

Senior 4

- demonstrate confidence and flexibility in meeting audience needs when presenting ideas and information; adjust presentation plan and pace according to purpose, topic, and audience feedback
- select and adjust appropriate voice and visual production factors that take into account audience knowledge, attitudes, and response
- demonstrate critical listening and viewing behaviours [such as analyzing cognitive and emotional appeals, identifying faulty reasoning, reflecting, summarizing...] to make inferences about presentations

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