

Senior 1 English Language Arts

Manitoba Curriculum
Framework of Outcomes and
Senior 1 Standards

*Renewing Education:
New Directions*

**Manitoba
Education
and Training**
Linda G. McIntosh,
Minister



SENIOR 1
ENGLISH LANGUAGE ARTS

*Manitoba Curriculum
Framework of Outcomes
and Senior 1 Standards*

1996

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Introduction

Background

A series of Manitoba English language arts framework of outcomes and standards documents, produced by Manitoba Education and Training in collaboration with development teams composed of Manitoba educators, begins with three publications:

- *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards*
- *Grades 5 to 8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards*
- *Senior 1 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards*

The foundation for these documents is *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12 (Grades 10 to 12 Draft)* (1996). Educators from Manitoba, Saskatchewan, Alberta, British Columbia, the Northwest Territories, and the Yukon Territory collaborated to develop this interjurisdictional project initiated under the Western Canadian Protocol for Collaboration in Basic Education. When the Grades 10 to 12 draft outcomes are finalized by the Western Consortium for English language arts, Manitoba Education and Training will develop provincial outcomes for Senior 2 to 4 and standards for Senior 4.

The Manitoba English language arts framework of outcomes and standards documents (hereafter referred to as the ELA Framework) are mandated for use in all schools (*The Action Plan*, 1995). Ongoing review and revision of Manitoba English language arts outcomes and standards will occur as part of *Renewing Education: New Directions* initiatives.

Purpose

The ELA Framework identifies outcomes and standards of performance for Manitoba students in English language arts. It describes general and specific student learning outcomes by grade from Kindergarten to Senior 1 (Senior 2 to 4 draft). These outcomes integrate the four foundation skill areas of literacy and communication, problem solving, human relations, and technology (*A Foundation for Excellence*, 1995). The ELA Framework also describes standards of performance for students at the end of Grade 3, Grade 6, and Senior 1. It provides the basis for teaching, learning, and assessing in English language arts.

General student learning outcomes identify the knowledge, skills, and attitudes that students are expected to learn in English language arts. Specific student learning outcomes identify the component knowledge, skills, and attitudes that contribute to the general learning outcomes (*A Foundation for Excellence*, 1995).

The general and specific outcomes assist educators as they

- plan learning activities that support the achievement of learning outcomes
- set goals for learning
- monitor the progress of individual students
- communicate with parents and guardians about student progress
- develop a literacy plan for a school

Standards are based on combinations of specific learning outcomes. They describe the expected levels of student performance in relation to outcomes at the end of Grade 3, Grade 6, and Senior 1 (*A Foundation for Excellence*, 1995).

The ELA Framework also provides the foundation for English language arts curriculum framework implementation documents, teacher support documents, and development in areas such as student assessment, staff development, and learning resources.

Contents of the ELA Framework

The ELA Framework contains the following sections:

- **Introduction:** The introduction describes the background, purpose, and contents of the ELA Framework.
- **Overview:** The overview describes the principles, beliefs, aims, and conceptual framework for the development of English language arts. It provides the rationale for the ELA Framework.
- **Student Learning Outcomes:** This section presents general and specific student learning outcomes that describe the knowledge, skills, and attitudes that students are expected to demonstrate with increasing competence and confidence in English language arts by the end of each grade.
- **Standards of Student Performance:** This section describes standards for assessing student performance in relation to combinations of general and specific student learning outcomes at the conclusion of Grade 3, Grade 6, and Senior 1.
- **Appendices:** The appendices provide additional information to assist teachers in using the ELA Framework.
- **References:** The references indicate the breadth and depth of print resources used in creating the ELA Framework.

Overview

The Importance of Language

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and rule-governed symbol systems, language is a social and uniquely human way of representing, exploring, and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity, and is essential for forming interpersonal relationships, understanding social situations, extending experience, and reflecting on thought and action. Language is the primary basis of all communication and the primary instrument of thought.

Language learning is an active process that begins at birth and continues throughout life. In their early years, children develop language informally. Long before they understand explicit language rules and conventions, they reproduce and use language for a variety of purposes. Later, language learning occurs in specific contexts for specific purposes such as learning about a particular topic, participating in the community, and pursuing work and leisure activities.

Language development is a continuous and often recursive process. Students enhance language by using what they have previously learned in new, more complex contexts and with increasing sophistication. They reflect on and use what they have learned to extend and enhance their learning and cognitive development. By reflecting on their learning and by incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency.

Underlying Beliefs about Language Learning

The ELA Framework is based on the following understanding about language learning:

- All students can be successful learners.
- Language learning is a responsibility shared by students, parents and guardians, educators, and the community. Together they provide environments where students learn language functions, skills, and strategies to reach personal, social, and academic goals.
- Language learning is the responsibility of all educators across the curriculum. Subject area teachers teach specialized language and text forms within the context of their disciplines.
- English language arts teachers focus on language appreciation and how language works. They help students to develop and apply strategies for anticipating, comprehending, composing, and responding to a variety of texts (including books), and situations.
- The development of communication skills is essential to building common goals, appreciating linguistic and cultural diversity, and strengthening a sense of community.

Recent Developments in Understanding Language Learning

The ELA Framework reflects an expanded understanding of how students develop language. The Framework

- incorporates viewing and representing as language arts, in addition to listening, speaking, reading, and writing
- reflects and stresses the integrated nature of the six language arts: listening, speaking, reading, writing, viewing, and representing

- acknowledges the important and unique nature of early literacy, a concept recognizing that children begin to develop literacy long before they enter school and that their experiences continue to influence language learning
- incorporates research on “best teaching practices,” which provides guidance to educators as they facilitate learning
- promotes the importance of inquiry and critical thinking in the development of reflective learners
- emphasizes that metacognition (self-awareness of one’s own thinking and learning) enables learners to plan, monitor progress, and evaluate personal learning
- promotes active, resource-based learning that draws on a broad range of human, technological, and other resources from within and beyond the school
- promotes “the gradual release of responsibility” (Pearson and Gallagher, 1983) from the teacher to the learner, especially in interactive settings
- reflects an understanding of the “zone of proximal development” (Vygotsky, 1978), a concept that encourages interactions between the teacher and learner, allowing the learner to complete difficult tasks with support before undertaking them independently
- emphasizes the impact of technological advances on teaching and language learning
- recognizes the impact of media on students in extending learning within and beyond the traditional boundaries of school

Language Learning and the Learning Environment

The classroom learning environment influences the effectiveness of instructional strategies and learning experiences. Schools can create optimal conditions for language development at all levels by ensuring that

- students have opportunities to be immersed in language and language-based activities
- students use language for authentic, real-life purposes, and have many opportunities to use a variety of language forms for personal, social, and academic needs
- students assume increasing responsibility for their own learning
- all students are expected to learn to communicate
- risk taking and approximations are encouraged as steps in the language learning process
- learners receive and provide ongoing feedback and reflect on their growth in language learning

Language Learning Processes, Skills, and Strategies

Competence in a variety of observable and measurable skills, strategies, and interactive processes fosters student learning. The classroom provides a continuum of learning experiences ranging from highly structured, concrete, and supported activities to open, abstract, and complex activities. Through these experiences, students engage in learning tasks and interact effectively with others in a variety of learning environments. (Refer to Appendix A: Supporting Development of Interactive Processes.)

Different learning tasks require learners to use particular combinations of skills and strategies. Students who understand their own mental processes and the nature, purpose, and context of learning tasks select and apply appropriate skills and strategies. Students’ development of metacognition—the awareness and knowledge of their own mental processes—enables them to monitor, regulate, and direct these processes to achieve particular learning goals.

For example, a student may consciously learn the strategy of reading to the end of the sentence using context clues to identify unfamiliar words. With sufficient instruction and practice, this strategy becomes a skill that the student uses automatically; it becomes an unconscious mental process. However, the skill may also continue to be used as a strategy. When experiencing difficulty comprehending a passage, a student may review or consider his or her repertoire of skills, consciously select the skill of reading to the end of the sentence using context clues, and use it as a strategy for making meaning of a particular passage. In this way a strategy becomes a skill, and a skill is used as a strategy. (Refer to Appendix B: The Dynamic Relationship Between Learning Skills and Strategies.)

The English Language Arts

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

Students become confident and competent users of all six language arts through many opportunities to listen, speak, read, write, view, and represent in a variety of combinations and relevant contexts using a variety of texts. In the ELA Framework, the term “texts” refers to the great variety of communication. (Refer to Appendix C: Forms and Genres.) There are oral, visual, and written texts, and various combinations of these. For example, media texts and technological texts frequently include oral, written, and visual components simultaneously. As listeners, speakers, readers, writers, viewers, and representers, students are actively involved in making meaning. All the language arts are interrelated and interdependent.

Listening and Speaking

Oral language* is the primary foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information, and opinions, and learn to understand themselves and others. Oral language carries a community’s stories, values, and beliefs.

Listening and speaking enable students to explore ideas and concepts as well as to understand and organize their experiences and knowledge. They use oral language to learn, identify, and solve problems and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.

Oral texts are used in a wide range of situations, casual and formal, immediate and distant. These texts are often communicated through electronic media and technology.

Speakers and listeners use oral texts for a variety of purposes, ranging from functional to aesthetic. They create and respond to a variety of functional and aesthetic texts, obtain and communicate information, and build relationships with others.

Reading and Writing

Written language is a powerful means of communicating and learning. Reading and writing enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction.

* Oral language and listening and speaking are defined in their broadest sense to include signing systems (such as American Sign Language, Signing Exact English, and Bliss Symbols) for communication.

Reading and writing provide students with means of accessing ideas, views, and experiences. By using effective reading strategies with materials (including books) at appropriate instructional levels, students construct meaning and develop thoughtful and critical interpretations of a variety of texts (including books). Writing enables students to explore, shape, and clarify their thoughts, and to communicate them to others. By using reading and writing strategies, they discover and refine ideas.

Written texts, those generated by students and others, serve a variety of purposes ranging from informational to aesthetic. Students read literary and informational texts for pleasure and knowledge. They write texts to communicate ideas clearly, artistically, and with integrity. They come to appreciate the ways in which literary language affects imagination and conveys human experiences. Students write a variety of texts to make sense of and convey information, to express their own and others' experiences, and to provide enjoyment for themselves and others. Both as writers and readers, students need to experience a wide range of texts and use them for a variety of purposes.

Viewing and Representing

Visual language is an integral part of contemporary life. Viewing and representing allow students to understand the ways in which images and language may be used to convey ideas, values, and beliefs.

Representing enables students to communicate their ideas visually through a variety of media, including charts, posters, diagrams, scribbles, photographs, video presentations, visual art, drama, and mime. Viewing enables students to acquire information and to appreciate ideas and experiences visually conveyed by others.

Visual texts, like their auditory and print counterparts, have a variety of purposes and audiences and occur in a wide range of contexts. They are often communicated through technology. Students need opportunities to create and respond to a range of visual texts. They need to recognize, analyze, and respond to ways in which media texts reconstruct reality and influence their perceptions of themselves and others.

Balanced Instruction in English Language Arts

Balanced instruction in the English language arts is facilitated through

- consistent and systematic efforts to incorporate a range of “best teaching practices”
- instruction and practice in the use of skills and strategies to enhance comprehension and develop the use of all cueing systems (semantic, syntactic, graphophonic, and textual cues) to create meaning
- full integration of the six language arts to encourage language use for a variety of purposes and audiences in a variety of contexts to achieve student learning outcomes
- ongoing use of a variety of oral, literary, and media texts to develop fluency and flexibility in learners
- direct and indirect teaching to reflect and address the varying needs of students
- comprehensive assessment practices that evaluate both processes and products and include informal and formal measures such as performance assessment, portfolio assessment, observation, testing, peer monitoring, and self-evaluation
- application of standards of performance to assist students in developing appropriate levels of language development

English Language Arts
Senior 1
Student Learning Outcomes

Student Learning Outcomes

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

General and Specific Outcomes

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

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



- explore thoughts, ideas, feelings, and experiences



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



- manage ideas and information



- enhance the clarity and artistry of communication



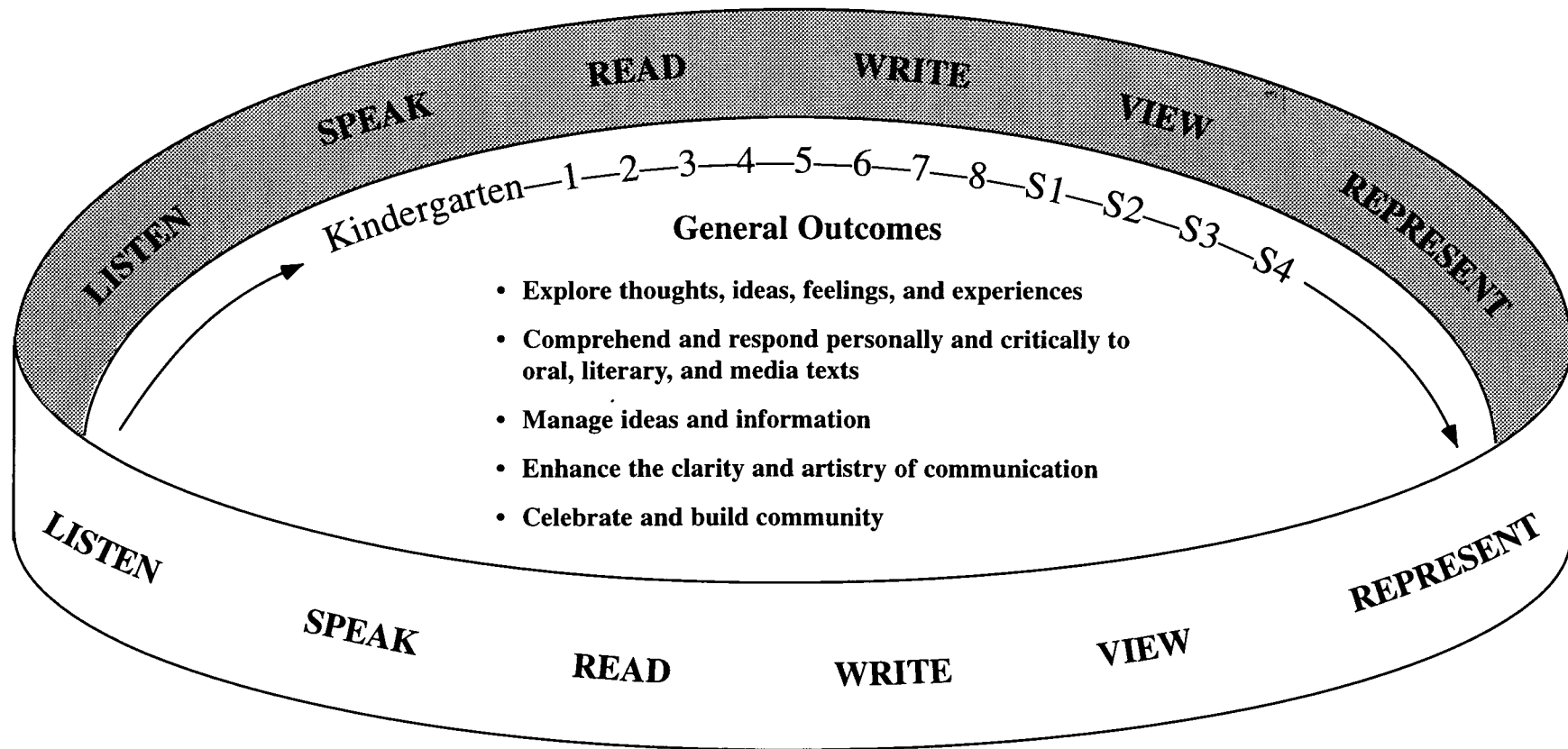
- celebrate and to build community

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

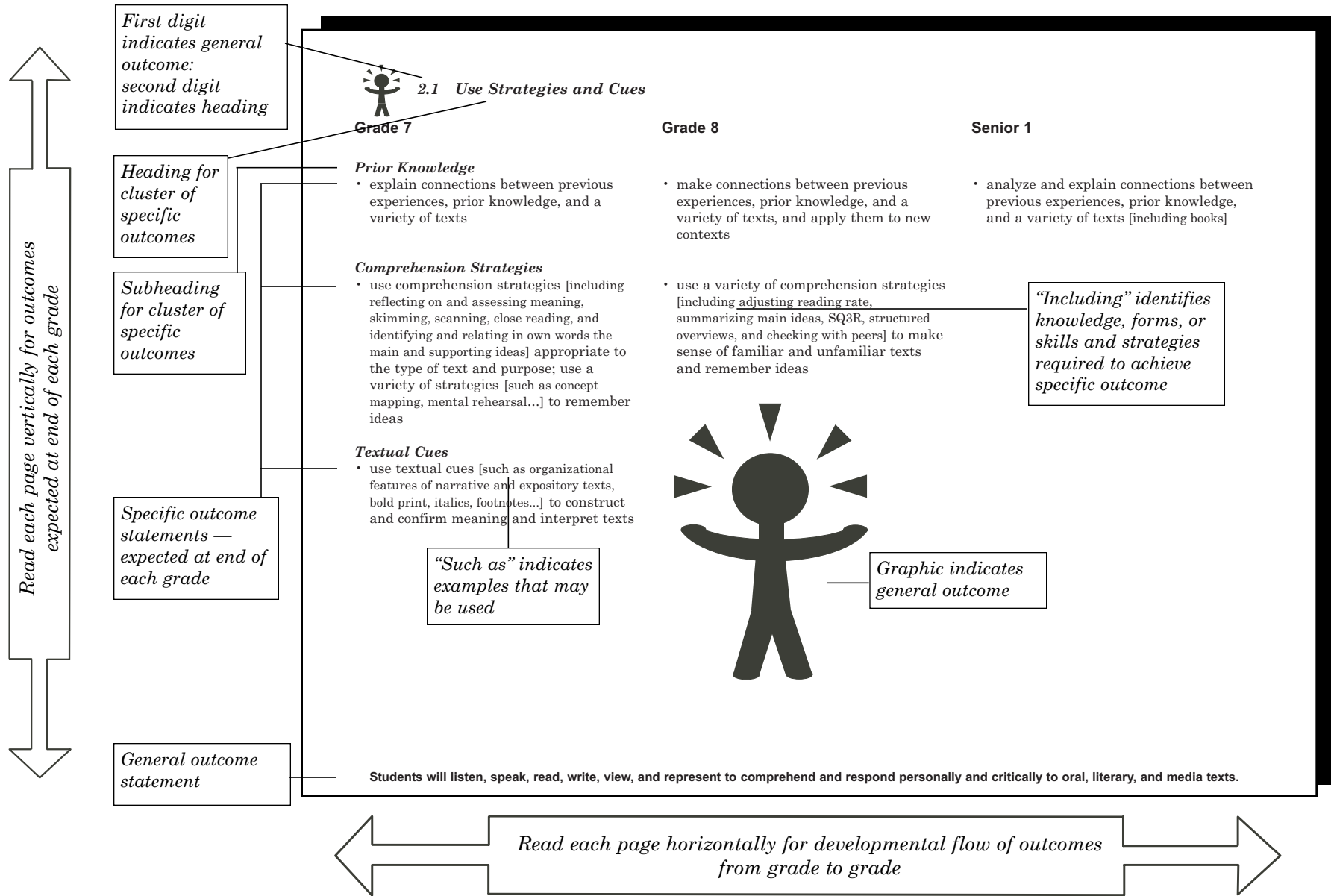
The *Senior 1 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards* document includes the Grade 7 and Grade 8 outcomes as well as the Senior 2 to Senior 4 draft outcomes as information. For additional grade-level outcomes, refer to *Kindergarten to Grade 4 English Language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

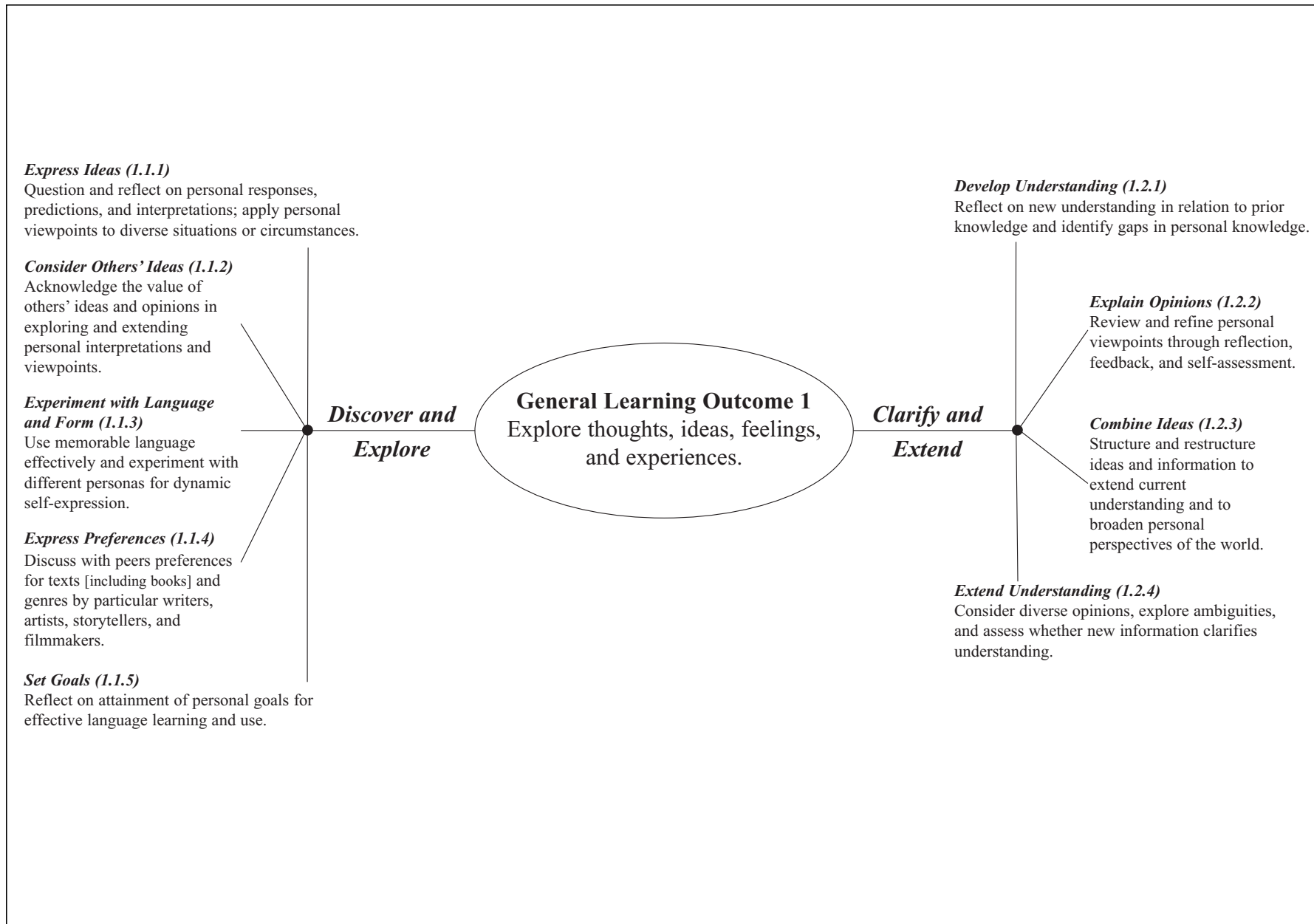
The Conceptual Framework

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

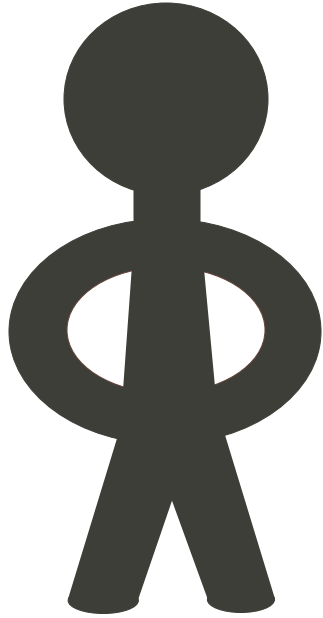


Guide to Reading the ELA Learning Outcomes





General Outcome 1



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

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

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

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

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



1.1 Discover and Explore

Grade 7

Express Ideas

- use exploratory language to discuss and record a variety of predictions, opinions, and conclusions

Consider Others' Ideas

- compare own and others' insights and viewpoints

Experiment with Language and Form

- expand self-expression in oral, written, and visual forms

Express Preferences

- explore oral, literary, and media texts recommended by peers

Set Goals

- use appropriate terminology to discuss developing abilities in personal language learning and use

Grade 8

- explore diverse ideas to develop predictions, opinions, conclusions, and understanding

- integrate new understanding with previous viewpoints and interpretations

- experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms

- pursue personal interest in specific genres by particular writers, artists, storytellers, and filmmakers

- self-monitor growth in language learning and use, using predetermined criteria

Senior 1

- question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances

- acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints

- use memorable language effectively and experiment with different personas for dynamic self-expression

- discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers

- reflect on attainment of personal goals for effective language learning and use

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



1.1 Discover and Explore

Senior 2

- consider the potential of emerging ideas through a variety of means [such as talking, mapping, writing journals, rehearsing, drafting, role-playing, brainstorming, sketching...] to develop tentative positions
- seek and consider others' ideas through a variety of means [such as interviews, Internet discussion groups, dialogue...] to expand understanding
- demonstrate a willingness to take risks in language use and experiment with language and forms of expression [such as word choice, dramatic presentations, media interviews...]
- pursue and expand interests and ideas through sharing reactions to and preferences for particular texts [including books] and genres by various writers, artists, storytellers, and filmmakers
- assess personal language learning and select strategies to enhance growth in language learning

Senior 3

- connect ideas, observations, opinions, and emotions through a variety of means to develop a train of thought and test tentative positions
- seek others' responses through a variety of means [such as consulting elders, e-mail correspondence, surveys...] to clarify and rework ideas and positions
- experiment with language and forms of expression to achieve particular effects
- explore a range of texts [including books] and genres and discuss how they affect personal interests, ideas, and attitudes
- establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests

Senior 4

- weigh and assess the validity of a range of ideas, observations, opinions, and emotions to reconsider and/or affirm positions
- invite diverse and challenging ideas and opinions through a variety of means [such as listening actively, reserving judgement, asking clarifying questions...] to facilitate the re-examination of own ideas and positions
- vary language uses and forms of expression to discover how they influence ideas and enhance the power of communication
- explore how personal experiences influence the selection of particular texts [including books] and how texts influence perspectives
- reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans

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



1.2 Clarify and Extend

Grade 7

Develop Understanding

- recognize and articulate the value of connecting prior and new knowledge and experiences to shape and extend understanding

Explain Opinions

- summarize and represent personal viewpoints in clear and meaningful ways

Combine Ideas

- identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding

Extend Understanding

- ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding

Grade 8

- discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding

- articulate, represent, and explain personal viewpoints clearly

- structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding

- reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity

Senior 1

- reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge

- review and refine personal viewpoints through reflection, feedback, and self-assessment

- structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world

- consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding

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



1.2 Clarify and Extend

Senior 2

- clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences
- explain opinions, providing support or reasons; anticipate other viewpoints
- connect ideas and experiences through a variety of means to gain understanding when generating and responding to texts
- explore ways in which real and vicarious experiences and various perspectives affect understanding when generating and responding to texts

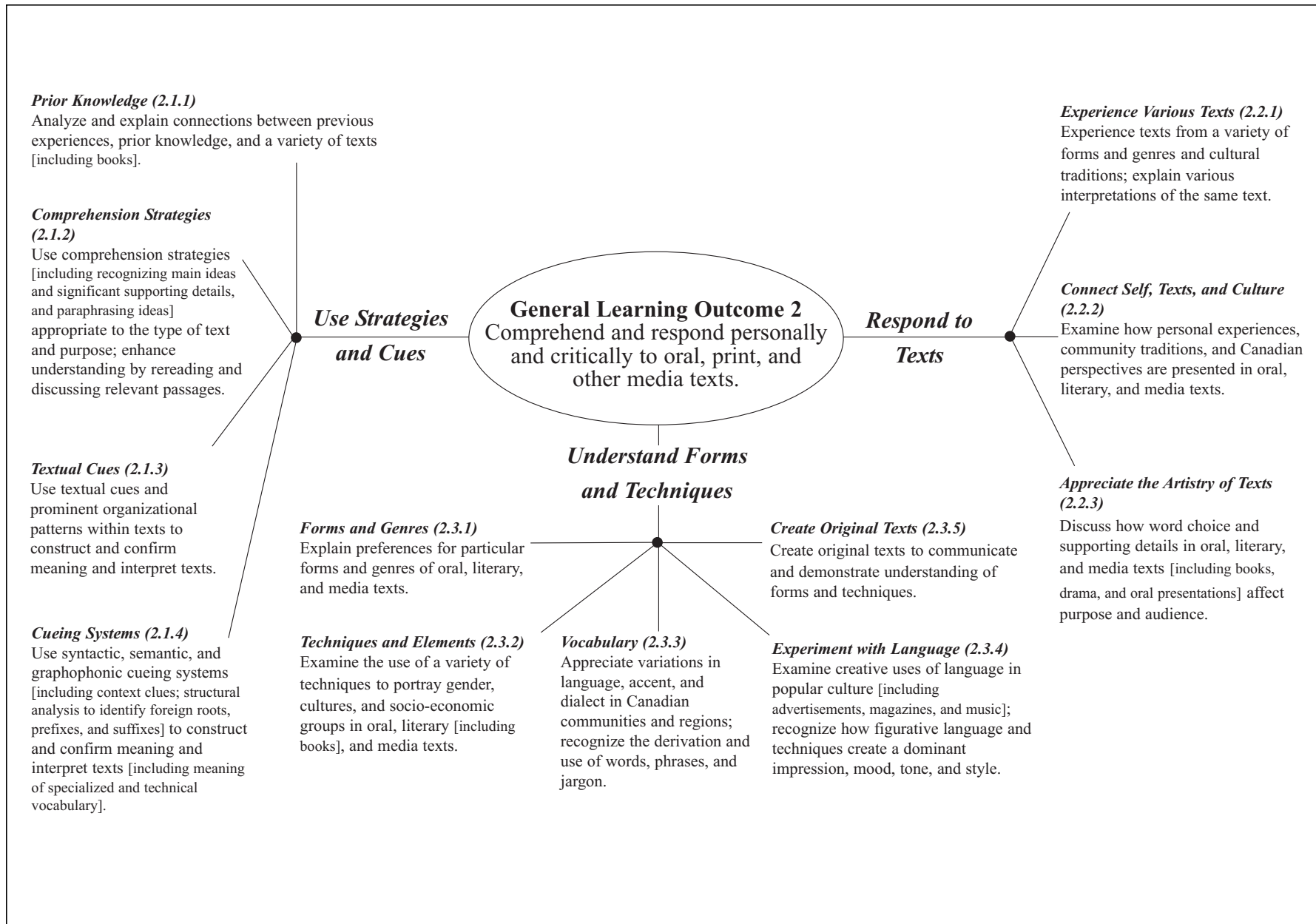
Senior 3

- examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others
- explore various viewpoints and consider the consequences of particular positions when generating and responding to texts
- combine ideas and information through a variety of means to clarify understanding when generating and responding to texts
- extend understanding by exploring and acknowledging multiple perspectives and ambiguities when generating and responding to texts

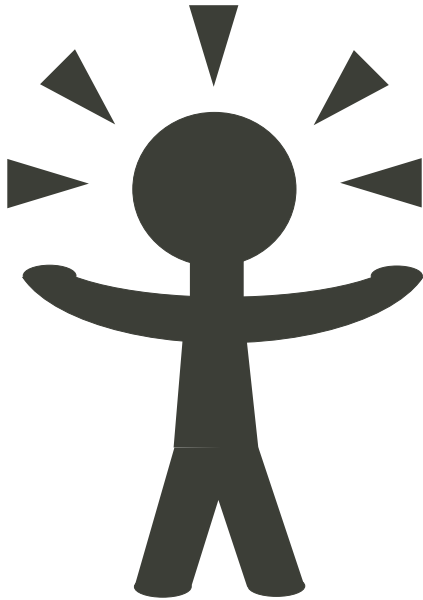
Senior 4

- explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs
- explore the strengths and limitations of various viewpoints on an issue or topic and identify aspects for further consideration; evaluate implications of particular perspectives when generating and responding to texts
- consider ways in which interrelationships of ideas provide insight when generating and responding to texts
- extend breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge when generating and responding to texts

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



General Outcome 2



Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

Students use a variety of strategies before, during, and after interacting with a variety of oral, literary, and media texts. Before interacting with texts, they preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas being presented, make and confirm predictions and inferences, and monitor their understanding. After interacting with texts (including books), students respond by reflecting, creating, analyzing, synthesizing, and evaluating. Effective language learners adapt these strategies as they construct meaning from a variety of texts.

Students use a variety of cueing systems to make meaning: semantic cues involve the meaning system of language; syntactic cues involve the patterns or structures of word order in sentences, clauses, and phrases and their corresponding punctuation; graphophonic cues involve written letters and their corresponding spoken language sounds; and textual cues refer to the structural characteristics of texts, such as titles, subtitles, pictures, captions, illustrations, charts, graphs, and specific organizational patterns.

Making meaning of oral, literary, and media texts is fundamental to the English language arts. Through these texts, students experience a variety of situations, people, and cultures, and learn about themselves. Oral, literary, and media texts allow for multiple interpretations. Students respond personally to texts by relating them to their prior knowledge, feelings, and experiences, and to other texts. Through personal response, students explore and develop values and beliefs. They respond critically to texts by making interpretations and evaluating ideas, forms, and techniques.

Students enhance their comprehension of and response to oral, literary, and media texts through learning experiences in all the general outcomes. Exploratory talk and writing, for example, strengthen understanding and evaluation of texts. Students' appreciation of literary texts provides them with a range of topics and encourages them to experiment with a variety of forms in their own communication. Responding to oral, literary, and media texts provides students with new insights.

Students also enhance their response to texts by sharing and discussing with others. Competence in active listening, discussion, group participation, and reflection enables students to interact with others in the learning community to increase understanding and self-awareness. While these skills and strategies are not always explicitly stated in the outcomes, they permeate all the general outcomes.



2.1 Use Strategies and Cues

Grade 7

Prior Knowledge

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

Comprehension Strategies

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

Textual Cues

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

Cueing Systems

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

Grade 8

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

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

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

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

Senior 1

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

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

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

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

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.



2.1 Use Strategies and Cues

Senior 2

- apply personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]
- select, describe, and use comprehension strategies [such as inferring, visualizing, summarizing, recalling, replaying, reviewing...] to monitor understanding and develop interpretations of a variety of texts
- use textual cues [such as transitional phrases in print texts, introductions in speeches, stage directions in plays, opening scenes in films...] and prominent organizational patterns [such as compare and contrast...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as word order and sentence patterns; connotations, word analysis, social context...] to construct and confirm meaning and interpret texts

Senior 3

- examine connections between personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]
- use and adjust comprehension strategies to monitor understanding and develop interpretations of a variety of texts
- use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts

Senior 4

- analyze connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts [including books]
- apply a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a variety of texts
- use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.



2.2 Respond to Texts

Grade 7

Experience Various Texts

- experience texts from a variety of forms and genres [such as journals, nature programs, letters, fantasy...] and cultural traditions; discuss likes and dislikes

Connect Self, Texts, and Culture

- compare own with others' understanding of people, cultural traditions, and values portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers]

Appreciate the Artistry of Texts

- identify language and visual images that create mood and evoke emotion in oral, literary, and media texts

Grade 8

- experience texts from a variety of forms and genres [such as magazine articles, diaries, drama, advertisements...] and cultural traditions; compare own interpretations to those of others

- discuss how similar ideas, people, experiences, and traditions are conveyed in various oral, literary, and media texts [including texts about Canada or by Canadian writers]

- identify and describe techniques used to create mood in oral, literary, and media texts

Senior 1

- experience texts from a variety of forms and genres [such as essays, broadcast advertisements, romantic literature...] and cultural traditions; explain various interpretations of the same text

- examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts

- discuss how word choice and supporting details in oral, literary, and media texts [including books, drama, and oral presentations] affect purpose and audience

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.



2.2 Respond to Texts

Senior 2

- experience texts from a variety of genres and cultural traditions [such as talking circles, legends, human interest stories, situation comedies...]; explore others' responses to texts
- respond personally and critically to individuals, events, and ideas presented in a variety of Canadian and international texts
- explore how language and stylistic choices in oral, print [including books], and other media texts affect mood, meaning, and audience

Senior 3

- experience texts from a variety of genres and cultural traditions; compare various interpretations of texts
- respond personally and critically to ideas and values presented in a variety of Canadian and international texts
- examine how language and stylistic choices in oral, print [including books], and other media texts accomplish a variety of purposes

Senior 4

- experience texts from a variety of genres and cultural traditions; examine and analyze various interpretations of texts to revise or extend understanding
- respond personally and critically to perspectives and styles of a variety of Canadian and international texts
- analyze how language and stylistic choices in oral, print [including books], and other media texts communicate intended meaning and create effect

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.



2.3 Understand Forms and Techniques

Grade 7

Forms and Genres

- explain preferences for particular forms and genres of oral, literary, and media texts

Techniques and Elements

- examine techniques of plot development [such as narrative hooks, conflict, resolution, surprise endings...] and of persuasion [such as testimonials, emotional appeals, bandwagon effects...] in oral, literary, and media texts

Vocabulary

- recognize uses and abuses of slang, colloquialism, and jargon

Experiment with Language

- identify surprising and playful uses of language in oral, literary, and media texts; explain ways in which figures of speech convey meaning

Create Original Texts

- create original texts [such as cartoon sequences, dialogues, short stories, letters, video presentations...] to communicate and demonstrate understanding of forms and techniques

Grade 8

- demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content

- identify a variety of techniques [such as characterization, word choice, framing, angle...] used to create particular effects or to portray various cultures in oral, literary, and media texts

- explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language

- identify creative uses of language in popular culture [such as commercials, advertisements, rock videos...]; explain how imagery and figures of speech create tone and mood in texts

- create original texts [such as descriptions, panel discussions, impersonations, collages, timelines, documentary videos, journals or diaries...] to communicate and demonstrate understanding of forms and techniques

Senior 1

- explain preferences for particular forms and genres of oral, literary, and media texts

- examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socio-economic groups in oral, literary [including books], and media texts

- appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon

- examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style

- create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, letters, advertisements...] to communicate and demonstrate understanding of forms and techniques

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.



2.3 Understand Forms and Techniques

Senior 2

- recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters...] for various audiences and purposes
- explain how various techniques and elements [such as sentence variety, sentence order, point of view, anecdotes, fade or dissolve...] are used in oral, print [including books], and other media texts to create particular effects
- recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology...]; select and use register appropriate for context
- experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts
- create original texts [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations...] to communicate ideas and enhance understanding of forms and techniques

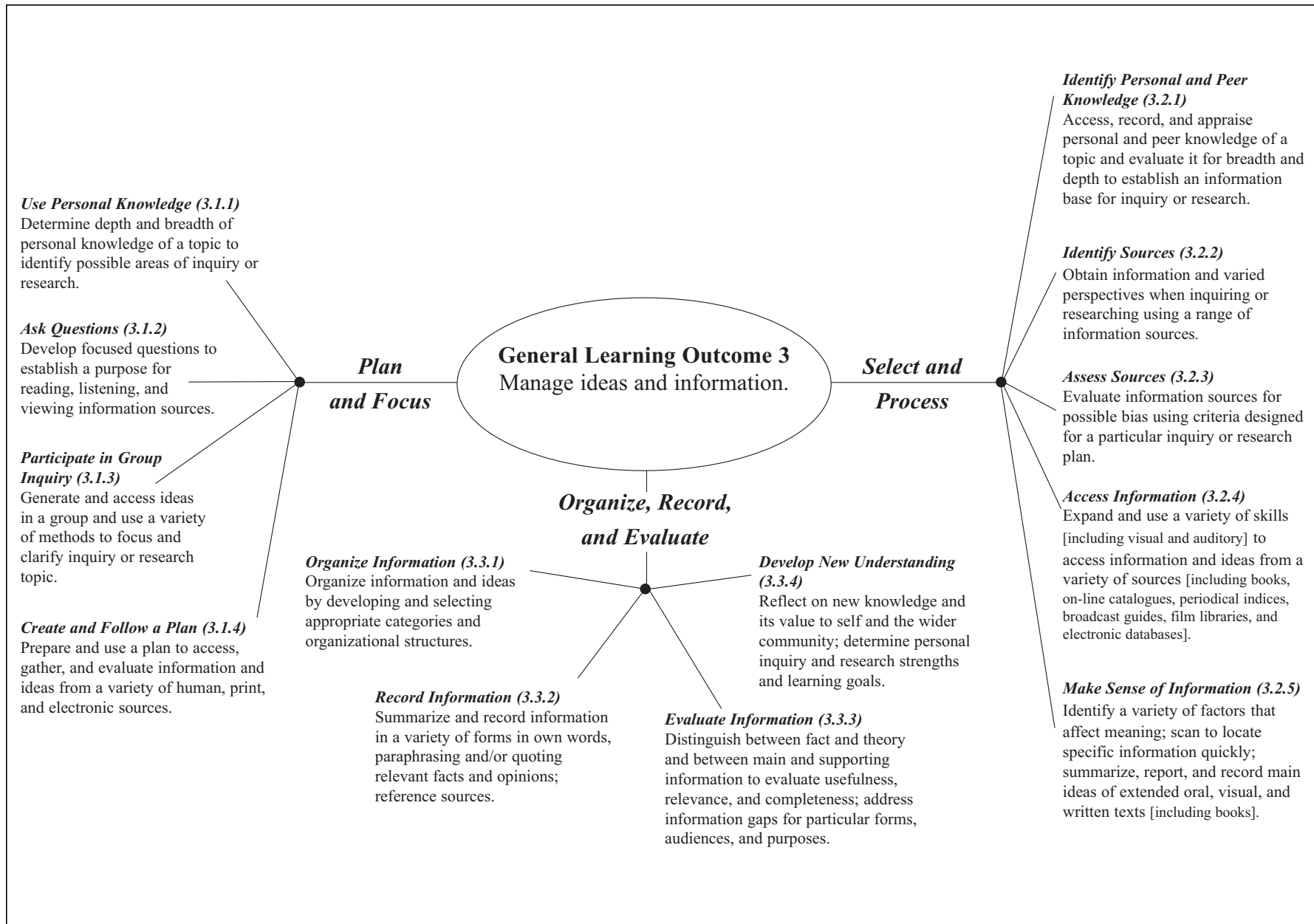
Senior 3

- analyze how various forms and genres are used for particular audiences and purposes
- examine how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes
- demonstrate understanding of how vocabulary and idiom affect meaning and impact; use appropriate vocabulary when discussing and creating texts
- experiment with language, visuals, and sounds to convey intended meaning and impact
- create original texts to communicate ideas and enhance understanding of forms and techniques

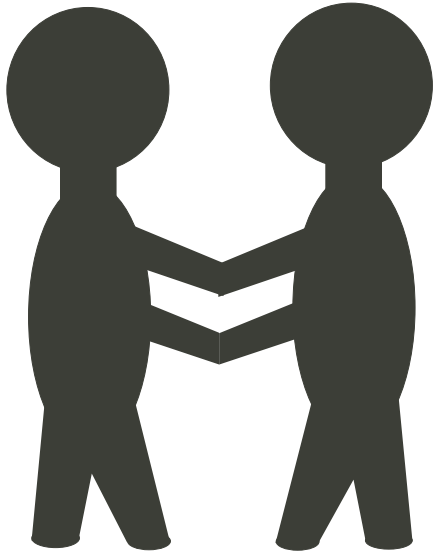
Senior 4

- evaluate the effect of forms and genres on content and purpose
- analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes
- analyze the impact of vocabulary and idiom in texts; identify how word choice and idiom vary and are used in language communities
- experiment with and use language, visuals, and sounds to influence thought, emotions, and behaviour
- create original texts to communicate ideas and enhance understanding of forms and techniques

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.



General Outcome 3



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

The ability to manage information is important in school, in the workplace, on the land, and for personal growth and satisfaction. Students learn to access and communicate information through the language arts. Viewing and representing take on new importance in managing ideas and information; through these language arts students learn to enhance the clarity and effectiveness of communication. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. They learn to define the need for information, ask questions, and gather and evaluate information.

Students enhance their skill in managing ideas and information in collaboration with others. For example, they benefit from opportunities to engage in exploratory language to focus their inquiry or research and to determine the kind and amount of information needed to accomplish various purposes, both artistic and functional. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. The use of technology expands thinking and enhances students' opportunities to access, create, and communicate ideas and information. Skill in managing ideas and exchanging information helps students to encourage, support, and work with others.

Interactive processes help students to manage ideas and exchange information effectively. The quality of interactions is dependent upon strong active listening, discussion, and group participation skills and strategies. These skills and strategies are implicit in all specific outcomes throughout all general outcomes.



3.1 Plan and Focus

Grade 7

Use Personal Knowledge

- examine personal knowledge of and experiences related to a topic to determine information needs

Ask Questions

- formulate a variety of relevant questions on a topic to establish a purpose for seeking information

Contribute to Group Inquiry

- contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes

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 non-print materials, electronic sources...]

Grade 8

- determine personal knowledge of a topic to generate possible areas of inquiry or research

- formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information

- contribute ideas, knowledge, and strategies to help identify group information needs and sources

- prepare and use a plan to access, gather, and record in own words relevant information

Senior 1

- determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research

- develop focused questions to establish a purpose for reading, listening, and viewing information sources

- generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic

- prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources

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



3.1 Plan and Focus

Senior 2

- determine inquiry or research focus based on personal knowledge and interests and on others' expertise
- formulate questions to focus and guide inquiry or research
- collaborate to determine group knowledge base and to define research or inquiry purpose and parameters
- develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources

Senior 3

- determine inquiry or research focus and parameters based on personal knowledge and on others' expertise
- formulate and revise questions to focus inquiry or research topic and purpose
- explore group knowledge and strengths to determine inquiry or research topic, purpose, and procedures
- develop, use, and adapt an inquiry or research plan appropriate for content, audience, purpose, context, sources, and procedures

Senior 4

- consider own and others' expertise to explore breadth and depth of knowledge, and focus inquiry or research based on parameters of task
- formulate focused inquiry or research questions and refine them through reflection and discussion of topic, purpose, and context
- collaborate with and support group members in adapting procedures to achieve inquiry or research goals
- develop and select from a repertoire of inquiry and research strategies [such as posing, refining, and eliminating questions; clarifying thesis statement or core message...], and adjust plan according to changes in audience, purpose, and context

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



3.2 *Select and Process*

Grade 7

Identify Personal and Peer Knowledge

- select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research

Identify Sources

- extend inquiry and research questions using a variety of information sources [such as adults, peers, advertisements, adolescent magazines, lyrics...]

Assess Sources

- use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions

Access Information

- expand and use a repertoire of skills [including visual and auditory] to access information and ideas from a variety of sources [including formal interviews, surveys, almanacs, documentaries, and broadcasts]

Make Sense of Information

- determine literal and implied meaning of oral, visual, and written texts using a variety of strategies and cues [including headings, subheadings, topic sentences, summaries, camera angle, staging and pacing, and screening out irrelevant information]

Grade 8

- access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research

- distinguish between fact and opinion when inquiring or researching using a variety of information sources [such as artifacts, debates, forums, biographies, autobiographies...]

- develop and use criteria for evaluating information sources for a particular inquiry or research plan

- recall, expand, and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including subtitles, marginal notes and key words, electronic searches, previews and reviews, visual effects, and sound effects]

- construct meaning using direct statements, implied meaning, and inferences; adjust rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text

Senior 1

- access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research

- obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams...]

- evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan

- expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases]

- identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle...] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]

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



3.2 *Select and Process*

Senior 2

- select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic
- identify and discuss the purpose and usefulness of specialized information sources [such as magazines, books, documentaries, hobby or sports materials, multimedia resources...] relevant to particular inquiry or research needs
- determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan
- access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories...]
- identify and use text cues and organizational patterns to understand main ideas and their relationships in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

Senior 3

- select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus
- identify and discuss the purpose and usefulness of information sources [including books] relevant to particular inquiry or research needs
- evaluate how perspectives and biases influence the choice of information sources for inquiry or research
- access information using a variety of tools, skills, and sources [such as books, electronic networks, libraries, oral histories...] to accomplish a particular purpose
- use knowledge of text cues, organizational patterns, and persuasive techniques to sort and relate ideas in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

Senior 4

- evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus
- identify and discuss diverse information sources [including books] relevant to particular inquiry or research needs
- evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research
- access information to accomplish a particular purpose within the topic parameters and time available
- use knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

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



3.3 Organize, Record, and Assess

Grade 7

Organize Information

- organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose

Record Information

- make notes using headings and subheadings or graphic organizers appropriate to a topic; reference sources

Evaluate Information

- assess the appropriateness of the amount and quality of information collected; recognize and address information gaps for particular forms, audiences, and purposes

Develop New Understanding

- organize new information and connect it to prior knowledge; reflect on the impact of new information on the inquiry or research process

Grade 8

- organize information and ideas in order of priority according to topic and task requirements

- make notes in point form, summarizing major ideas and supporting details; reference sources

- set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes

- incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information

Senior 1

- organize information and ideas by developing and selecting appropriate categories and organizational structures

- summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources

- distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes

- reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals

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



3.3 Organize, Record, and Assess

Senior 2

- organize information using appropriate forms [such as charts, diagrams, outlines, electronic databases and filing systems, notes...] for specific purposes
- select and record important information and ideas using an organizational structure appropriate for purpose and information source; document sources accurately
- evaluate information for completeness, accuracy, usefulness, and relevance
- integrate new information with prior knowledge to draw logical conclusions and to refine understanding; consider alternative ways of reaching inquiry or research goals

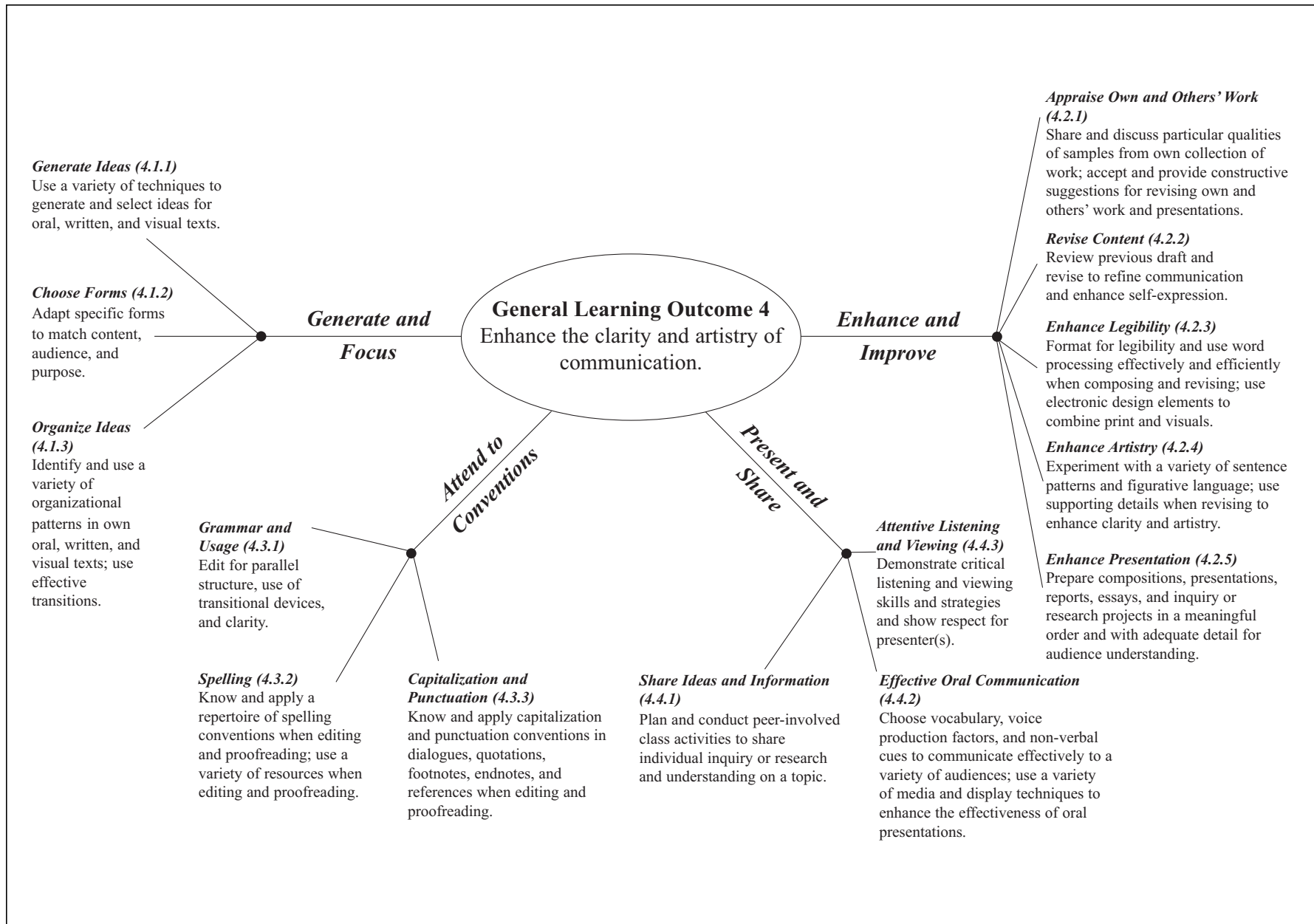
Senior 3

- organize and reorganize information and ideas in a variety of ways for different audiences and purposes
- summarize and record information, ideas, and perspectives from a variety of sources; document sources accurately
- evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives
- explain the importance of new understanding to self and others; assess own inquiry and research skills

Senior 4

- organize and reorganize information and ideas to clarify thinking and to achieve desired effect
- synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately
- evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias
- assess the effect of new understanding on self and others; evaluate the effect of inquiry or research plans and procedures on conclusions

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



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

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



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

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



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

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



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

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



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

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



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

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



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)

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



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...]

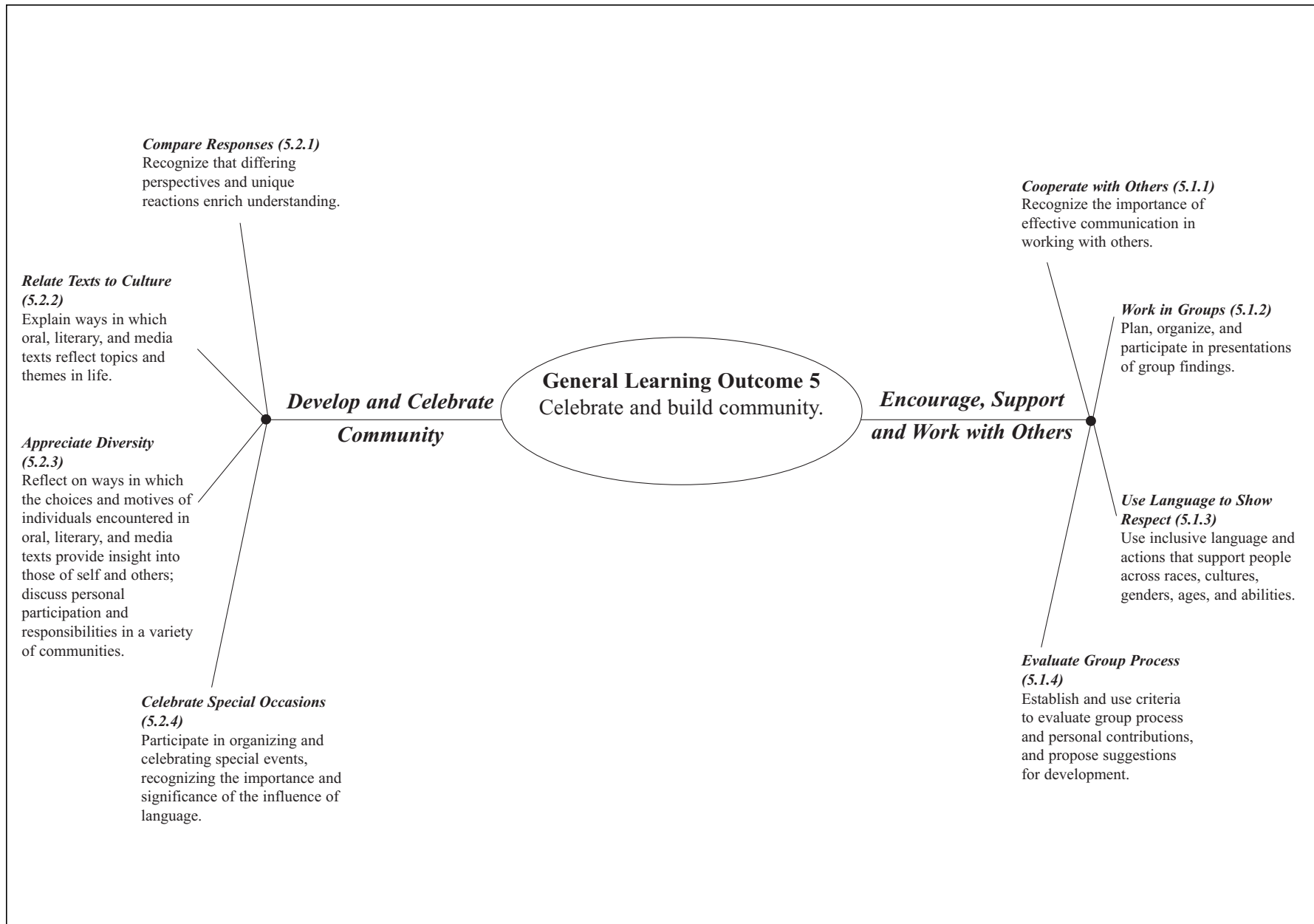
Senior 3

- 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

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



General Outcome 5



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

Language is necessary for working together. Students learn cooperation and collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals and strengthen community. In the classroom, students develop a sense of community. They learn to use language to offer assistance and to participate in and enrich their classroom community. In these ways, students share perspectives and ideas, develop understanding, and respect diversity.

Students learn that language is important for celebrating events of personal, social, community, and national significance. In their language learning and use, they develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' use of the language arts. Throughout Kindergarten to Senior 4, students use language to celebrate significant community and national events. Students need opportunities to reflect on, appraise, and celebrate their achievements and growth.

Through discussions and shared activities, students become members of learning communities. To assume active roles in communities, students need to develop strong active listening, discussion, group participation, and facilitation skills and strategies in the classroom. Through reflecting and goal setting, students identify successes to celebrate and areas to enhance.



5.1 *Develop and Celebrate Community*

Grade 7

Compare Responses

- demonstrate growing self-confidence when expressing and sharing thoughts, ideas, and feelings

Relate Texts to Culture

- compare ways in which oral, literary, and media texts from a variety of cultures explore similar ideas

Appreciate Diversity

- compare the choices and behaviours of individuals presented in oral, literary, and media texts with personal choices, values, and behaviours; discuss personal participation in communities in relation to past, present, and future

Celebrate Special Occasions

- select and use the language form and style appropriate for specific audiences to celebrate special events and accomplishments

Grade 8

- express personal reactions to a variety of experiences and texts and compare them with the reactions of others

- recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history

- interpret the choices and motives of individuals encountered in oral, literary, and media texts and examine how they relate to self and others; discuss personal participation and responsibility in communities

- use appropriate language to participate in public events, occasions, or traditions

Senior 1

- recognize that differing perspectives and unique reactions enrich understanding

- explain ways in which oral, literary, and media texts reflect topics and themes in life

- reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts [such as oral stories, novels and poems, magazines and television programs...] provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities

- participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language

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



5.1 *Develop and Celebrate Community*

Senior 2

- consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self
- identify and examine ways in which texts reflect cultural and societal influences
- discuss ways in which texts [such as oral stories and speeches, novels and poems, magazines and television programs...] convey and challenge individual and community values and behaviours
- use effective language and texts [such as organizing commemorative events, making videos to celebrate events...] to celebrate special community occasions and accomplishments

Senior 3

- identify various factors [such as experiences, age, gender, culture...] that shape understanding of texts, others, and self
- identify and examine ways in which culture, society, and language conventions shape texts
- explain ways in which languages and texts [such as oral stories and presentations, fiction and non-fiction books, news stories and television documentaries...] express and shape the perceptions of people and diverse communities
- use language and texts to celebrate personal and community occasions and accomplishments

Senior 4

- demonstrate the value of diverse ideas and viewpoints to deepen understanding of texts, others, and self
- identify and analyze ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others
- analyze ways in which languages and texts [such as speeches and presentations, fiction and non-fiction books, news stories, reports, and documentaries...] reflect and influence the values and behaviours of people and diverse communities
- use language and texts to celebrate important occasions and accomplishments and to extend and strengthen a sense of community

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



5.2 *Encourage, Support, and Work with Others*

Grade 7

Cooperate with Others

- contribute to group efforts to reach consensus or conclusions

Work in Groups

- present group conclusions or findings to classmates

Use Language to Show Respect

- respect diverse languages, ideas, texts, and traditions, and recognize contributions of self, peers, and the wider community

Evaluate Group Process

- evaluate group process and personal contributions according to pre-established criteria; set group and individual goals and record action plan

Grade 8

- engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony

- organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency

- demonstrate respect for other people's language, history, and culture

- evaluate the quality of own contributions to group process and set goals and plans for development of personal skills; evaluate group process and plan for group growth

Senior 1

- recognize the importance of effective communication in working with others

- plan, organize, and participate in presentations of group findings

- use inclusive language and actions that support people across races, cultures, genders, ages, and abilities

- establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

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



5.2 *Encourage, Support, and Work with Others*

Senior 2

- make and encourage contributions [such as making accurate notes, exploring others' viewpoints, listening attentively...] to assist in developing group ideas; take responsibility for developing and expressing viewpoints
- demonstrate effective group interaction skills and strategies
- recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities
- evaluate own and others' contributions to group process and provide support where needed

Senior 3

- use language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation
- demonstrate flexibility in assuming a variety of group roles and take responsibility for tasks that achieve group goals
- recognize and analyze how personal language use may create and sustain an inclusive community
- evaluate the effectiveness of group process to improve subsequent success

Senior 4

- use language to demonstrate flexibility in working with others; encourage differing viewpoints to extend breadth and depth of individual and group thought
- demonstrate commitment and flexibility in a group, monitor own and others' contributions, and build on others' strengths to achieve group goals
- recognize how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations
- evaluate the usefulness of group process to achieve particular goals or tasks

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

English Language Arts
Senior 1
Standards of Student Performance

Standards of Student Performance

Background

The Manitoba English language arts standards for Grade 3, Grade 6, and Senior 1 were developed by teams of Manitoba educators in collaboration with consultants from Manitoba Education and Training.

Purpose of Standards

Standards describe the expected levels of student performance in relation to grade-specific English language arts learning outcomes (*A Foundation for Excellence*, 1995). They are based on combinations of specific learning outcomes. Standards assessment involves the evaluation of an individual's performance relative to identified outcomes that students are expected to meet. Evaluation of student performance is based on multiple measures, which may include common tests. The standards described in the ELA Framework form the basis for standards assessment in English language arts in Manitoba.

Standards are of value to students, teachers, and parents. They identify goals for students to strive to achieve. They assist teachers in planning instructional and learning strategies to help students achieve these learning goals. They also help parents and others in monitoring and assisting student progress.

Effective assessment assists learning. It helps to focus effort on the implementation of appropriate strategies to facilitate learning within the home, school, and community. Effective assessment is

- an integral part of instruction and learning
- continuous and ongoing
- authentic and reflective of meaningful language learning processes and contexts
- a collaborative and reflective process
- multidimensional, incorporating a variety of tasks
- developmentally and culturally appropriate
- focused on students' strengths

- based on how students learn
- supportive of learning by offering clear performance targets to students

(Refer to Appendix E: Skills, Strategies, and Tools for Instruction and Assessment.)

Although teachers are the primary assessors of student performance, they work with students to develop skills and strategies that promote effective self-monitoring. The ongoing monitoring of student performance in a variety of contexts provides the information necessary to support teachers' assessment of student performance relative to the achievement of outcomes.

Levels of Student Performance

Levels of student performance at the end of Grade 3, Grade 6, and Senior 1 are identified by rubrics or performance indicators. The rubrics or indicators identify three performance levels: Above, At, and Below grade level.

Above Level	At Level	Below Level
The indicators identify the knowledge, skills and strategies, and attitudes that exceed the performance level the student is expected to demonstrate at the end of a grade.	The indicators identify the knowledge, skills and strategies, and attitudes that meet the performance level the student is expected to demonstrate at the end of a grade.	The indicators identify the knowledge, skills and strategies, and attitudes that are within range of, but do not yet meet, the performance level the student is expected to demonstrate at the end of a grade.

The student may vary in the level of performance in various standards. In addition, performance levels may vary within a particular standard. This uneven profile is characteristic of student development and learning and reflects the unique combination of strengths and weaknesses that comprise individual performance.

Below Level indicators frequently note that the student demonstrates performance “with assistance” or “with prompting.” In these indicators, the difference between At Level and Below Level rests in the degree of independence reflected in student performance.

The ELA Standards of Performance

The seven English language arts standards of performance are based on the general and specific learning outcomes and are cumulative across all grades. Each standard has a particular and important focus:

- Preparing to Learn
- Making Meaning
- Responding to Oral, Literary, and Media Texts
- Managing and Organizing Ideas and Information
- Composing, Revising, and Presenting
- Working as a Community
- Monitoring Language Learning

These seven standards* combine and integrate specific outcomes from a number of general outcomes. The focus of the seven standards and the clusters within each standard remain constant across the grades. For example, *Standard 5: Composing, Revising, and Presenting* includes the same three clusters (Create, Revise and Edit, Present) at Grade 3, Grade 6, and Senior 1.

* The numbering of the standards and their order of presentation do not imply a hierarchy.

Standard 1: Preparing to Learn

As students prepare for purposeful learning, they select and use a variety of processes to activate and focus their language learning.

Students

- access prior knowledge and make connections and predictions
- ask questions
- focus topic

Preparing to Learn addresses the knowledge, skills and strategies, and attitudes required during the initial stages of learning. This standard is based on the need for students to relate new learning to what they already know. It focuses on the need for active engagement in the learning process. To meet this standard, students demonstrate the use of exploratory language, both individually and in interactions with others, as they establish a base and a focus for learning.

Standard 2: Making Meaning

As students interact with oral, literary, and media texts, they develop a repertoire of skills and strategies to construct meaning. These include the flexible use of syntactic, semantic, graphophonic, and textual cues.

Students

- use cues to read fluently
- use comprehension skills and strategies to construct meaning
- develop and use vocabulary
- identify elements, techniques, and key characteristics of forms and genres

Making Meaning addresses the knowledge, skills and strategies, and attitudes that students demonstrate when constructing meaning from oral, literary, and media texts. Strategies for comprehending text are common to a variety of texts and situations. Effective comprehension depends on students’ ability to use strategies flexibly and automatically.

The English language arts require students to construct meaning. Students develop and maintain fluency and comprehension as they read, view, and listen to texts at their appropriate independent and instructional levels. Factors such as density of content, vocabulary level, and student background, interest, and motivation affect comprehension of texts.

Standard 3: Responding to Oral, Literary, and Media Texts

As students interact with and respond to oral, literary, and media texts, they develop new understanding of themselves and others, and discover sources of insight and enjoyment.

Students

- experience and respond to a variety of oral, literary, and media texts, including texts by Canadian writers and creators
- know, understand, and appreciate oral, literary, and media techniques
- make connections between self and texts

Responding to Oral, Literary, and Media Texts addresses the knowledge, skills and strategies, and attitudes that are essential for students to make a variety of structured and creative responses to all types of texts. As students grow in their understanding of cultures, places, times, concepts, information, motives, and emotions, they enhance their understanding of the world and their participation within it.

Standard 4: Managing and Organizing Ideas and Information

As students encounter ideas and information, they learn to organize, assess, and process.

Students

- plan
- identify, access, and evaluate a variety of resources
- collect and organize
- record ideas and information

Managing and Organizing Ideas and Information addresses the knowledge, skills and strategies, and attitudes that students acquire as they learn to plan and complete research or inquiry projects. This standard focuses on processes for collecting and evaluating data, and includes skills for accessing and organizing information, citing references, and planning for sharing information.

Standard 5: Composing, Revising, and Presenting

As students communicate orally, visually, and in print, they focus on quality, clarity, and artistry.

Students

- create texts using a variety of forms for particular audiences and purposes
- revise and edit
- present effectively

Composing, Revising, and Presenting addresses the knowledge, skills and strategies, and attitudes that students use as they create original texts or adapt known text forms to compose oral, literary, and media texts. Whether composing oral, written, or representational forms, students use particular processes for focusing the topic, creating, revising, editing, and presenting.

Standard 6: Working as a Community

As students support and encourage each other and celebrate together, they build community and enhance their learning.

Students

- consider others' perspectives
- participate in a variety of group settings
- contribute to building community success

Working as a Community addresses the knowledge, skills and strategies, and attitudes that students require as they become involved, productive, and responsible community members.

This standard focuses on group interactive processes and appreciation for the larger community. To work together effectively, students need to evaluate their strengths and set goals for enhancing their individual contributions to the group and for enhancing group processes. As individuals within a group share their personal understanding, they refine their own view of the world and enrich the views of others.

Standard 7: Monitoring Language Learning

As students manage their own learning, they monitor their use of the language arts, reflect on achievements, and develop personal language learning goals.

Students

- monitor language learning

Monitoring Language Learning addresses the knowledge, skills and strategies, and attitudes that students require to review and consciously reflect on both the processes and products of learning. These experiences are metacognitive and encourage ownership and responsibility through goal setting. They are similar to those traditionally found in revising and editing but are expanded to include other areas of language arts and the interactive skills and strategies critical to learning.

Senior 1 — Standard 1 Preparing to Learn

As students prepare for purposeful learning, they select and use a variety of processes to activate and focus their language learning.

Students

- access prior knowledge and make connections and predictions
- ask questions
- focus topic

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Connections	<ul style="list-style-type: none"> • accesses prior knowledge and makes predictions using a variety of strategies • analyzes and explains meaningful connections between texts, experiences, and knowledge, exploring ambiguities and gaps in knowledge and assessing relevance 	<ul style="list-style-type: none"> • questions and reflects on prior knowledge using a variety of strategies [such as webbing, listing, mapping, brainstorming...] to make predictions • analyzes and explains meaningful connections between texts, experiences, and knowledge, considering diverse opinions, recognizing ambiguities, identifying gaps in knowledge, and assessing relevance 	<ul style="list-style-type: none"> • uses a limited number of strategies to access prior knowledge and make predictions • makes meaningful connections between texts and experiences, and knowledge, recognizing diverse opinions, and recognizing gaps in knowledge
Questions	<ul style="list-style-type: none"> • develops and adjusts the use of focused and in-depth questions to establish and clarify purposes for learning • structures and restructures information, ideas, and own and others' opinions in a variety of ways to clarify understanding and to organize own thinking 	<ul style="list-style-type: none"> • develops focused and in-depth questions to establish and clarify purposes for learning • structures and restructures information, ideas, and own and others' opinions to extend understanding and to broaden personal perspectives on the world 	<ul style="list-style-type: none"> • develops focused questions to establish purposes for learning • structures and restructures information, ideas, and own and others' opinions to clarify and extend understanding
Focus Topic	<ul style="list-style-type: none"> • determines the depth and breadth of personal and group knowledge of a topic to focus inquiry or research 	<ul style="list-style-type: none"> • determines the depth and breadth of personal and group knowledge of a topic to establish an information base for inquiry or research 	<ul style="list-style-type: none"> • determines personal and group knowledge of a topic to identify possible areas of inquiry or research

Senior 1 — Standard 2 Making Meaning

As students interact with oral, literary, and media texts, they develop a repertoire of skills and strategies to construct meaning. These include the flexible use of syntactic, semantic, graphophonic, and textual cues.

Students

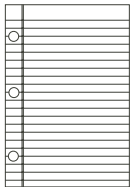
- use cues to read fluently
- use comprehension skills and strategies to construct meaning
- develop and use vocabulary
- identify elements, techniques, and key characteristics of forms and genres

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Use Cues	<ul style="list-style-type: none"> • reads fluently (orally and silently); uses syntactic, semantic, graphophonic, and textual cues [including context clues; and structural analysis to identify foreign roots, prefixes, and suffixes] efficiently and strategically to predict and confirm meaning, identify specialized, technical, and complex vocabulary, and interpret texts 	<ul style="list-style-type: none"> • reads fluently (orally and silently); applies knowledge of syntactic, semantic, graphophonic, and textual cues¹ [including context clues; and structural analysis to identify foreign roots, prefixes, and suffixes] efficiently to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary and words with multiple meanings] 	<ul style="list-style-type: none"> • reads with limited fluency or inconsistent comprehension and limited interpretation of texts due to inefficient use of syntactic, semantic, graphophonic, or textual cues
Comprehension	<ul style="list-style-type: none"> • selects and adapts comprehension skills and strategies to make meaning in a variety of oral, literary, and media texts 	<ul style="list-style-type: none"> • selects and flexibly uses appropriate comprehension skills and strategies² to make meaning in oral, literary, and media texts 	<ul style="list-style-type: none"> • demonstrates use of comprehension skills and strategies to make meaning in oral, literary, and media texts
Vocabulary	<ul style="list-style-type: none"> • extends vocabulary by analyzing the derivation and use of words, phrases, and jargon and the variations in language, accent, and dialect in Canadian communities and regions 	<ul style="list-style-type: none"> • extends vocabulary by recognizing the derivation and use of words, phrases, and jargon and the variations in language, accent, and dialect in Canadian communities and regions 	<ul style="list-style-type: none"> • extends vocabulary by using limited knowledge of the derivation and use of words, phrases, and jargon and the variations in language, accent, and dialect in Canadian communities and regions

Performance Indicators (Senior 1 — Standard 2 continued)

	Above Level The student	At Level The student	Below Level The student
Forms and Genres	<ul style="list-style-type: none"> integrates knowledge of form and genre characteristics to assist in making meaning and interpreting oral, literary, and media texts 	<ul style="list-style-type: none"> uses knowledge of form and genre characteristics to assist in making meaning and interpreting oral, literary, and media texts 	<ul style="list-style-type: none"> applies knowledge of form and genre characteristics to assist in making meaning in oral, literary, and media texts

**Notes on Making Meaning**

- Textual cues:** features of text that assist in making meaning, such as glossaries, jacket covers, tables of contents, margin notes, end notes, footnotes, chapter headings, subtitles, forewords, prologues, epilogues, indices, page layouts, font styles, colour, voice-over, and camera angle.
- Comprehension skills and strategies:** recognizing and recording main ideas and significant supporting details; paraphrasing; rereading; discussing relevant passages; scanning to locate specific information quickly; summarizing; reporting; and using knowledge of prominent organizational patterns such as chronology, cause and effect, comparison and contrast, problem and solution, and others.

Additional Terms

Semantic cues: meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

Syntactic cues: word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

Graphophonic cues: refer to the sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

Genre: a category used to classify literary works.

Form: a subcategory of genre (e.g., haiku is a form of the genre poetry; mystery is a form of the genre novel).

**Senior 1 — Standard 3
Responding to Oral, Literary, and Media Texts**

As students interact with and respond to oral, literary, and media texts, they develop new understanding of themselves and others and discover sources of insight and enjoyment.

Students

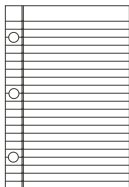
- experience and respond to a variety of oral, literary, and media texts, including texts by Canadian writers and creators
- know, understand, and appreciate oral, literary, and media techniques
- make connections between self and texts

Performance Indicators

	Above Level	At Level	Below Level
	The student	The student	The student
Respond	<ul style="list-style-type: none"> • responds creatively, critically, and personally to a wide variety of forms and genres and cultural traditions represented in texts using textual references, and makes connections between texts • expands exposure to forms and genres by particular writers, artists, storytellers, and filmmakers, and discusses preferences with peers • assesses ways in which the choices and motives of individuals in oral, literary, and media texts provide insight into those of self and others • evaluates information and ideas from a wide variety of information sources and perspectives for effectiveness, relevance, completeness, and bias 	<ul style="list-style-type: none"> • responds creatively, critically, and personally to a variety of forms and genres and cultural traditions represented in texts using textual references • develops preferences for forms and genres by particular writers, artists, storytellers, and filmmakers, and discusses preferences with peers • reflects on ways in which the choices and motives of individuals in oral, literary, and media texts provide insight into those of self and others • evaluates information and ideas from a variety of sources and perspectives for usefulness, relevance, completeness, and bias 	<ul style="list-style-type: none"> • responds personally to a variety of forms and genres and cultural traditions represented in texts • demonstrates a narrow range of preferences for forms and genres and texts by particular writers, artists, storytellers, and filmmakers, and discusses preferences with peers • makes connections between the choices and motives of individuals in oral, literary, and media texts and those of self and others • reviews information and ideas for usefulness and reliability

Performance Indicators (Senior 1 — Standard 3 continued)

	Above Level The student	At Level The student	Below Level The student
Techniques	<ul style="list-style-type: none"> analyzes and appreciates how oral, literary, and media techniques create a dominant impression, mood, tone, and style, and affect purpose and audience examines, analyzes, and appreciates the effects and implications of media and literary portrayals of gender and cultural and socio-economic groups 	<ul style="list-style-type: none"> discusses how oral, literary,¹ and media² techniques create a dominant impression, mood, tone, and style, and affect purpose and audience explains how media and literary portrayals of gender and cultural and socio-economic groups influence reader response 	<ul style="list-style-type: none"> identifies and explains the use of oral, literary, and media techniques identifies textual portrayals of gender and cultural and socio-economic groups
Self and Texts	<ul style="list-style-type: none"> explains, analyzes, and makes connections between the motives of individuals, community traditions, and Canadian perspectives in a variety of genres analyzes various interpretations of the same text 	<ul style="list-style-type: none"> examines and makes connections between the motives of individuals, community traditions, and Canadian perspectives in a variety of texts explains various interpretations of the same text 	<ul style="list-style-type: none"> identifies the motives of individuals, community traditions, and Canadian perspectives in texts identifies different interpretations of the same text



Notes on Responding to Oral, Literary, and Media Texts

¹ **Literary techniques:** setting, character, theme, plot, imagery, figurative language, and conflict.

² **Media techniques:** the manipulation of light, sound, space, and other elements for specific purposes and audiences.

Senior 1 — Standard 4 Managing and Organizing Ideas and Information

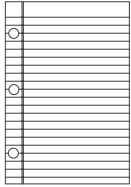
As students encounter ideas and information, they learn how to organize, assess, and process.

Students

- plan
- identify, access, and evaluate a variety of sources
- collect and organize
- record ideas and information

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Plan	<ul style="list-style-type: none"> • prepares, uses, and adjusts a plan for accessing, gathering, and appraising a range and diversity of information and ideas 	<ul style="list-style-type: none"> • prepares, uses, and adjusts a plan for accessing, gathering, and appraising information and ideas 	<ul style="list-style-type: none"> • prepares, uses, and adjusts a plan for accessing and gathering information from a limited variety of sources
Sources	<ul style="list-style-type: none"> • selects diverse information from a variety of sources and perspectives and adapts suitable organizational methods and forms to record information • separates fact from theory and recognizes the interaction between main and supporting information in assessing usefulness, relevance, and effectiveness; anticipates and addresses information gaps for particular forms, audiences, and purposes 	<ul style="list-style-type: none"> • selects information¹ from a variety of sources² and perspectives and selects suitable organizational methods and forms to record information • distinguishes between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; addresses information gaps for particular forms, audiences, and purposes 	<ul style="list-style-type: none"> • selects information from a variety of sources and perspectives and uses a limited repertoire of organizational methods and forms to record information • distinguishes between fact and theory and between main and supporting information to evaluate relevance and importance; addresses information gaps for particular forms, audiences, and purposes
Organize	<ul style="list-style-type: none"> • organizes and prioritizes information and ideas by selecting categories and organizational structures for effect 	<ul style="list-style-type: none"> • organizes information and ideas by developing and selecting appropriate categories and organizational structures 	<ul style="list-style-type: none"> • organizes information and ideas using categories and organizational structures
Record	<ul style="list-style-type: none"> • summarizes and records information and ideas in own words, paraphrasing and/or quoting relevant facts and opinions from diverse sources; references sources accurately 	<ul style="list-style-type: none"> • summarizes and records information and ideas in own words and/or by quoting relevant facts and opinions; references sources accurately 	<ul style="list-style-type: none"> • summarizes and records information and ideas using a limited range of sources; references sources inconsistently



Notes on Managing and Organizing Ideas and Information

- ¹ **Visual and auditory cues to access information:** electronic catalogues, periodical indices, broadcast guides, film libraries, electronic databases, and other cues.
- ² **Information sources:** expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams, and other sources.

Senior 1 — Standard 5 Composing, Revising, and Presenting

As students communicate orally, visually, and in print, they focus on quality, clarity, and artistry.

Students

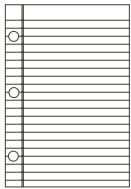
- create texts using a variety of forms for particular audiences and purposes
- revise and edit
- present effectively

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Create	<ul style="list-style-type: none"> • uses and adapts various text forms to create particular effects for specific audiences and purposes • creates original texts to communicate and demonstrate appreciation for the effects of forms and techniques • selects powerful and relevant details to support and enhance ideas • uses appropriate organizational patterns and a range of effective transitional devices 	<ul style="list-style-type: none"> • uses and adapts various text forms¹ appropriate for audience and purpose • creates original texts² to communicate and demonstrate understanding of forms and techniques • selects appropriate details to support ideas • knows and uses organizational patterns³ and effective transitional devices 	<ul style="list-style-type: none"> • uses various text forms with limited consideration for audience and purpose • creates original texts to communicate and demonstrate understanding of a limited number of forms and techniques • selects details that generally support ideas • knows and uses a limited number of organizational patterns and transitional devices
Revise and Edit	<ul style="list-style-type: none"> • uses a variety of sentence patterns, precise vocabulary, and effective figurative language to enhance the clarity and artistry of compositions and presentations • enhances the clarity and effectiveness of ideas and organization using pre-established criteria • revises, edits, and proofreads for parallel sentence structure, use of transitional devices, wording for effect, accurate spelling, and punctuation, using a variety of resources 	<ul style="list-style-type: none"> • uses sentence patterns, vocabulary, and figurative language to enhance the clarity and artistry of compositions and presentations • enhances the clarity of ideas and organization using pre-established criteria • revises, edits,⁴ and proofreads for parallel sentence structure, use of transitional devices, accurate spelling, and punctuation, using a variety of resources 	<ul style="list-style-type: none"> • uses familiar sentence patterns, vocabulary, and figurative language to enhance the clarity and artistry of compositions and presentations • reviews for clarity of ideas and organization using pre-established criteria • revises, edits, and proofreads for parallel sentence structure, use of transitional devices, accurate spelling, and punctuation, using a variety of resources with assistance

Performance Indicators (Senior 1 — Standard 5 continued)

	Above Level The student	At Level The student	Below Level The student
Present	<ul style="list-style-type: none"> formats for legibility and demonstrates optimal use of word processing skills and media and display techniques plans, organizes, and participates in complex presentations of group findings communicates clearly and effectively to a variety of audiences using voice production factors, body language, and visuals in group and individual presentations accepts, integrates, and provides constructive suggestions for revising work 	<ul style="list-style-type: none"> formats for legibility and makes effective and efficient use of word processing skills and media and display techniques plans, organizes, and participates in presentations of group findings communicates to a variety of audiences using voice production factors, body language, and visuals accepts and provides constructive suggestions for revising work 	<ul style="list-style-type: none"> formats for legibility and makes effective use of word processing skills and media and display techniques plans, organizes, and participates in presentations of group findings with prompting communicates to familiar audiences using voice production factors, body language, and visuals accepts and provides constructive suggestions for revising work with assistance



Notes on Composing, Revising, and Presenting

- Text forms:** book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, and prose. (See Appendix C for additional forms.)
- Original texts:** autobiographies, narrative articles, journals, play scripts, interviews, video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, business and personal letters, advertisements, poetry, short stories, news items, obituaries, summaries, and reports.
- Organizational patterns:** problem and solution, flashbacks, cause and effect, comparison and contrast, and others.
- Revising, editing, and proofreading:** Revision refers to the processes students use when revising work to make improvements. Students revise for content [including relevance], clarity [including word choice, word order, and sentences], and organization. They edit for
 - usage including verb tense, subject-verb agreement, pronoun reference, and parallel structure
 - conventions of spelling, capitalization, and punctuation in dialogues, quotations, footnotes, endnotes, and references
 - neatness
 - formatting
 Revising and editing involve the use of sources [such as dictionary, thesaurus, electronic spell-check functions, classroom resources...]. Proofreading refers to re-reading texts after the revising and editing process to check for any remaining errors, inconsistencies, or omissions.

Senior 1 — Standard 6 Working as a Community

As students support and encourage each other and celebrate together, they build community and enhance their learning.

Students

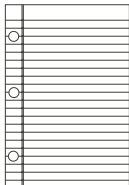
- consider others' perspectives
- participate in a variety of group settings
- contribute to building community success

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Consider Others	<ul style="list-style-type: none"> • recognizes social context and acknowledges, considers, and appreciates others' ideas and opinions • uses inclusive language and actions supportive of people across races, cultures, genders, ages, and abilities in personal situations and other contexts • makes connections between personal roles and responsibilities in a variety of communities 	<ul style="list-style-type: none"> • recognizes social context and acknowledges and considers others' ideas and opinions • uses inclusive language and actions supportive of people across races, cultures, genders, ages, and abilities • discusses personal roles and responsibilities in a variety of communities 	<ul style="list-style-type: none"> • acknowledges social context and others' ideas and opinions • demonstrates limited use of inclusive language and actions supportive of people across races, cultures, genders, ages, and abilities • discusses personal roles and responsibilities in a variety of communities with prompting
Group Participation	<ul style="list-style-type: none"> • furthers group process by working collaboratively and cooperatively in developing ideas, planning, and organizing to meet common goals • adapts to a variety of group roles and responsibilities 	<ul style="list-style-type: none"> • works collaboratively and cooperatively in sharing ideas, planning, and organizing to meet common goals • demonstrates willingness to assume group roles and responsibilities 	<ul style="list-style-type: none"> • works collaboratively and cooperatively to meet common goals with prompting • demonstrates limited willingness to assume group roles and responsibilities

Performance Indicators (Senior 1 — Standard 6 continued)

	Above Level The student	At Level The student	Below Level The student
Build Community	<ul style="list-style-type: none"> monitors personal contributions to group process, establishes criteria to assess the effectiveness of group process, and implements suggestions for development plans and effectively conducts peer-involved class activities to share individual inquiry or research on and understanding of a topic uses appropriate audience response skills and strategies indicating engagement and respect for the presenter(s) 	<ul style="list-style-type: none"> establishes and uses criteria to assess the effectiveness of and personal contributions to group process, and proposes suggestions for development plans and conducts peer-involved class activities to share individual inquiry or research on and understanding of a topic uses audience response skills and strategies¹ indicating engagement and respect for the presenter(s) 	<ul style="list-style-type: none"> assists in establishing and using criteria to assess the effectiveness of and personal contributions to group process plans and conducts peer-involved class activities to share individual inquiry or research on and understanding of a topic with assistance uses audience response skills and strategies inconsistently indicating engagement and respect for the presenter(s)



Notes on Working as a Community

¹ **Audience response skills and strategies:** active listening skills and strategies, such as being attentive and encouraging the presenter(s) with non-verbal cues; critical listening and viewing skills and strategies, such as following the train of thought and noting main points and details. (See Appendix A: Supporting Development of Interactive Processes.)

**Senior 1 — Standard 7
Monitoring Language Learning**

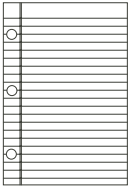
As students manage their own learning, they monitor their use of the language arts, reflect on achievements, and develop personal language learning goals.

Students

- monitor language learning

Performance Indicators

	Above Level	At Level	Below Level
	The student	The student	The student
Monitor	<ul style="list-style-type: none"> • monitors own listening, speaking, reading, writing, viewing, and representing for effort, productivity, and quality; sets personally challenging language learning goals • uses sustained critical listening, reading, and viewing skills and strategies to evaluate the train of thought, note main points and details, and evaluate presentation techniques • sustains interactive processes appropriately and consistently 	<ul style="list-style-type: none"> • monitors own listening, speaking, reading, writing, viewing, and representing for effort, productivity, and quality using checklists¹ and conferences; sets and reflects on language learning goals • uses critical listening, reading, and viewing skills and strategies to follow the train of thought, note main points and details, and evaluate presentation techniques • uses a combination of interactive processes² [such as active listening, group facilitation, reflection...] 	<ul style="list-style-type: none"> • monitors own listening, speaking, reading, writing, viewing, and representing for effort, productivity, and quality with assistance; sets language learning goals with assistance • uses critical listening, reading, and viewing skills and strategies to follow the train of thought, note main points and details, and evaluate presentation techniques with prompting • uses a variety of interactive processes

**Notes on Monitoring Language Learning**

- 1 **Self-monitoring:** The SMART (Self-Monitoring Approach to Reading and Thinking) protocol is an example of a suitable self-monitoring strategy to check understanding and reflect on thinking.
- 2 **Interactive processes:** To work successfully with others, students monitor and adjust their interactions during learning. They monitor and adjust active listening, discussion, group participation, group facilitation, reflection, and presentation skills and strategies. (For a more detailed explanation and suggestions for monitoring interactive processes, refer to Appendix A: Supporting Development of Interactive Processes.)

Reference: Buehl, Doug. *Classroom Strategies for Interactive Learning*. Schofield, WI: Wisconsin State Reading Association, 1995. 99.

Appendices

Appendix A: Supporting Development of Interactive Processes

The expectation in the ELA Framework is that supportive interactions between teachers and learners and between learners and their peers throughout each year will lead to independent student performance of outcomes by the end of each grade.

Student performance in interactive experiences is influenced by factors such as the nature of the task and the support available. The structure or support that teachers provide for an activity determines, in part, whether students demonstrate the knowledge, skills and strategies, and attitudes required for competence. To create the learning contexts needed to help students develop competence in interactive processes, teachers plan instruction that gradually leads students to structure both the tasks and the processes themselves. Students engage in tasks that involve increasingly abstract materials at the same time that the level of support is reduced. Students' independence gradually increases.

This growth from dependence to independence may be described as a progression through the following stages:

1. Guided Stage

- *Task*—concrete and highly structured
- *Support*—activity highly directed and closely monitored by the teacher
- *Students*—limited opportunities for choice

2. Structured Stage

- *Task*—concrete, with outcome specified
- *Support*—highly directed in initial stages and monitored by the teacher during the process
- *Students*—some choices about how to use time and resources

3. Applied Stage

- *Task*—typically concrete, with outcome specified and a specific project expected
- *Support*—teacher highly involved in initial planning with students but provides minimal support and monitoring during the remainder of the task
- *Students*—control how they work together and how they use time and resources

4. Flexible Stage

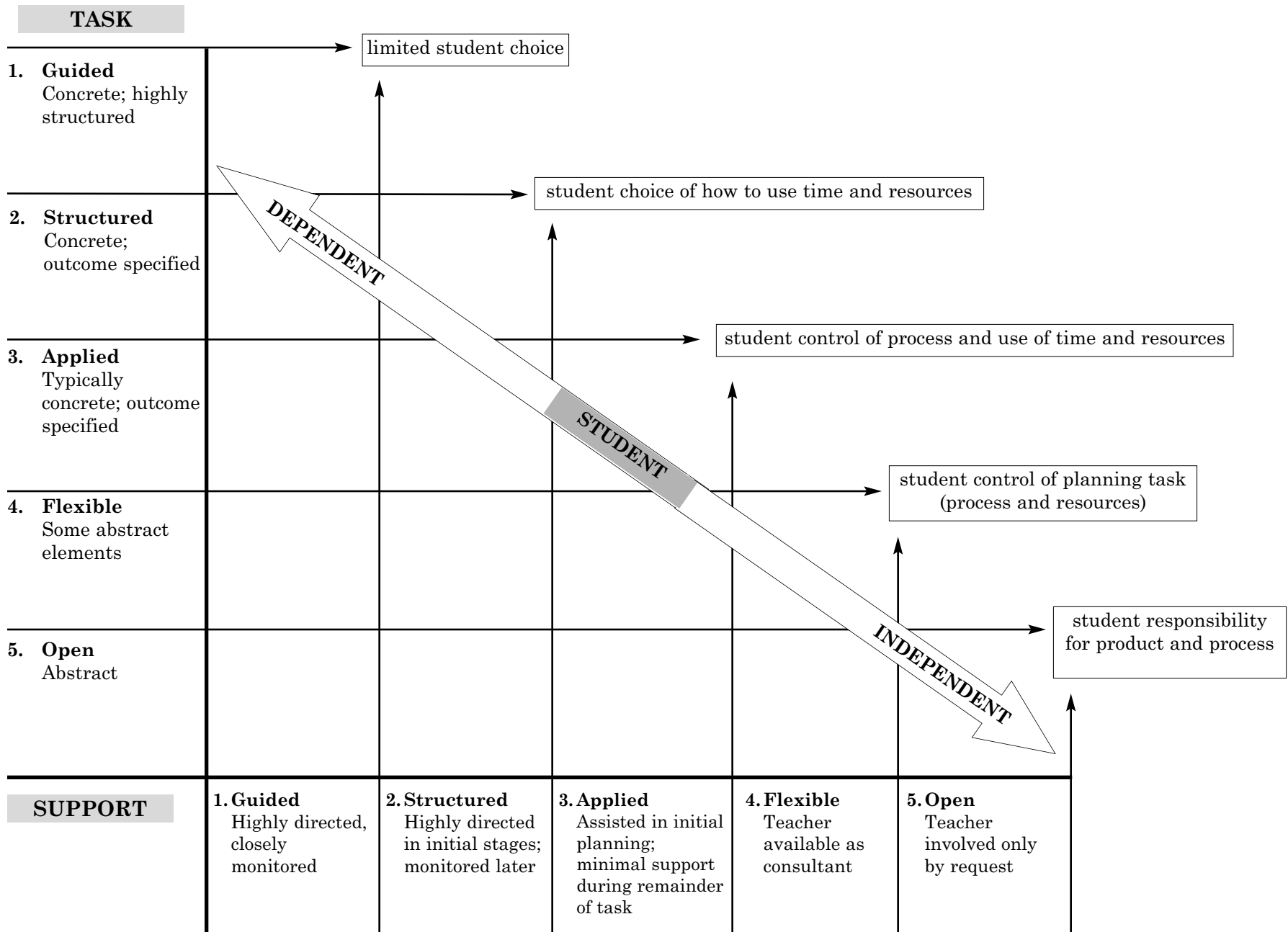
- *Task*—some abstract elements and students contribute to shaping of task
- *Support*—teacher serves as consultant to students
- *Students*—contribute to planning of task and use of resources and time

5. Open Stage

- *Task*—abstract
- *Support*—teacher involved only at student request
- *Students*—control both product and process

Reference: British Columbia Ministry of Education. *Evaluating Group Communication Skills across Curriculum*. Victoria, BC: British Columbia Ministry of Education, 1995.

Supporting Development of Interactive Processes



Interactive Processes

Successful interactive processes depend upon students' use of various overlapping communication skills and strategies. These skills and strategies are grouped as follows: active listening, discussion, group participation, group facilitation, integration, reflection, and goal setting.

Active Listening Skills and Strategies

- demonstrating attentiveness
 - looking at the speaker
 - thinking about and trying to understand what the presenter is saying; comprehending ideas
 - controlling personal activity level
 - encouraging the presenter with non-verbal cues such as leaning forward or smiling
- appreciating others' ideas
- recalling relevant information
- clarifying ideas
- providing feedback
- asking relevant questions

Discussion Skills and Strategies

- engaging in active listening
- taking turns
- maintaining focus on a topic
- contributing ideas
- describing concepts
- including everyone
- checking understanding
- paraphrasing
- elaborating
- criticizing ideas, not people
- disagreeing politely
- expressing support

Group Participation Skills and Strategies

- engaging in active listening
- taking turns
- using quiet voice (adjusting volume of voice according to context)
- moving to groups quietly but purposefully
- sharing and managing space and materials
- showing self-control
- staying with the group until the task is complete
- showing courtesy (using names, saying please and thank-you)
- including everyone
- encouraging others
- disagreeing politely

Group Facilitation Skills and Strategies

- demonstrating effective group participation skills and strategies
- pacing group work
- resolving conflicts and negotiating
- facilitating interaction
- reaching agreement or consensus
- energizing the group
- being assertive in acceptable ways
- following through

Integration Skills and Strategies

- engaging in active listening
- appreciating others' ideas
- analyzing and evaluating different points of view and additional information
- comparing own ideas with those of others
- sharing perspectives and conclusions
- extending different points of view and adding information
- correcting misconceptions, adjusting perceptions, and assimilating new information
- probing and asking in-depth questions

Reflection Skills and Strategies

- understanding the language and processes of reflection (revisiting by recalling, reviewing, and rethinking)
- asking questions
- clarifying new information and viewpoints
- analyzing new viewpoints for logic, appropriateness, relevance, and credibility
- recognizing gaps in knowledge

Goal-Setting Skills and Strategies

- reflecting upon language learning processes
- identifying strengths and areas for growth
- celebrating successes
- being specific about areas for improvement
- following through

Assessment of Interactive Processes

In their day-to-day work, teachers may observe and assess students' interactive processes. However, prior to the assessment of students' proficiency in using interactive processes, students require instruction. Direct teaching, modelling, and guided practice in the use of interactive processes provide students with knowledge, skills, and strategies, as well as performance expectations.

Appendix B:

The Dynamic Relationship Between Learning Skills and Strategies

Different learning tasks require learners to use particular combinations of skills and strategies. Students who understand their own mental processes as well as the nature, purpose, and context of learning tasks select and apply appropriate skills and strategies. Awareness and knowledge of their own mental processes enable learners to monitor, regulate, and direct these processes to achieve particular learning goals.

Skills and strategies are the tools of thought; both are essential to effective learning. The relationship between skills and strategies is dynamic and dependent upon the context and demands of particular learning tasks.

- **Skills** are automatic, unconscious mental processes that learners use in accomplishing learning tasks. They involve continual changes in performance according to various criteria (e.g., speed, accuracy, and complexity) and may be assessed against a standard (e.g., appropriate punctuation use for Senior 1).
- **Strategies** are the thoughts and behaviours that influence how learners process information. They are systematic plans, actions, and thoughts that learners consciously use and adapt during learning. Strategies are means of selecting, combining, and redesigning cognitive patterns and are often described as “knowing what to do, how to do it, when to do it, and why it is useful,” and using this knowledge to complete the learning task. Strategies influence motivation and the acquisition, retention, and transfer of knowledge. For effective learning, students must have both the “will” and “skill” to develop and use strategies.

Strategies have two categories: cognitive and metacognitive.

- **Cognitive strategies** assist learners in making meaning or making progress in achieving a cognitive goal.
- **Metacognitive strategies**, such as self-questioning, maintaining awareness of comprehension loss, planning, and evaluating strategies, assist learners in monitoring progress toward achieving a goal.

Initially, a strategy may involve a deliberate, conscious plan to follow a modelled behaviour as a means of acquiring a particular skill. With practice and time, the particular skill or behaviour becomes an automatic and unconscious mental process. Strategies also involve the conscious selection of skills. For example, when encountering difficulty in working with complex material or under stress, the learner consciously selects and uses skills or processes to solve problems.

A strategy may consist of a single action, such as rereading a sentence focusing on context to unlock an unfamiliar word, or it may consist of a series of actions that are useful for specific learning tasks. Strategies are usually most beneficial during the initial acquisition of new skills and as a resource when encountering unexpected difficulties.

To be effective lifelong learners, students acquire skills and strategies that facilitate the processing of knowledge and apply them flexibly.

Appendix C: Forms and Genres

Students are expected to be familiar with a variety of communication forms. Their knowledge and use of these forms and genres vary from one learning task to another. Students are required to know and use certain forms both to make meaning in listening, reading, and viewing and to create or compose in speaking, writing, and representing.

The Standards rubrics or indicators, and the Notes to the Standards, identify specific forms and genres that students are required to create or compose in Grade 3, Grade 6, and Senior 1. Knowledge and use of forms and genres, whether for making meaning or for composing, are cumulative across all grades.

Many forms and genres in the lists that follow are particularly appropriate for and favourites for use in Kindergarten to Grade 4, Grades 5 to 8, or Senior 1. Many forms and genres are included as information. These lists are not exhaustive and teachers may want to add others.

Kindergarten to Grade 4

- acrostics
- artwork
- autobiographies
- CD-ROMs
- Canadian texts
- chapter books
- children’s magazines
- choral reading
- compositions
- concept books
- conversations
- directions and instructions
- drum dances
- expository texts
- fairy tales
- folktales
- graphs and charts
- interviews
- invitations
- jingles
- jokes
- journals
- junior dictionary
- labels
- the land
- learning logs
- letters
- lists
- messages
- murals
- narrative stories
- news reports
- newspapers
- non-fiction
- notes
- novels
- nursery rhymes
- outlines
- personal songs
- picture books
- plays
- poetry
- postcards
- posters
- readers’ theatre
- recipes
- recurring language pattern books
- reports
- short stories
- signs
- songs
- storytelling
- tableaux
- tall tales
- texts about Canada
- texts by Canadian authors/presenters
- video presentations
- wordless picture books

Grades 5 to 8

- advertisements
- almanacs
- artwork
- atlases
- audiovisual and artistic representations
- banners
- billboards
- biographies
- book and movie reviews
- book jackets
- booklets
- bulletin boards
- Canadian texts
- cartoons
- CD-ROMs
- choral reading
- cinquains
- codes
- collages
- comics
- compositions
- conversations
- debates
- definitions
- demonstrations
- diaries
- dictionaries
- documentaries
- dramatizations
- drawings
- essays
- expository texts
- fables
- films/filmstrips
- folktales
- greeting cards
- grids
- historical fiction
- inquiry or research projects
- interactive dialogue
- Internet
- logs
- magazines
- maps
- media broadcasts
- meetings
- memoirs
- models
- movies
- murals
- myths
- narrative texts
- notes
- novels
- panel discussions
- personal anecdotes
- personal letters
- picture books
- plays
- poetry
- posters
- presentations
- prints
- projects
- puns
- puppetry
- readers' theatre
- recipes
- reports
- reviews
- sayings
- schedules
- short stories
- speeches
- storytelling
- summaries
- surveys
- telegrams
- texts about Canada
- thesauri
- timelines
- travelogues
- video presentations

Senior 1




- advertisements
- advice columns
- almanacs
- anthologies
- articles (narrative, descriptive)
- audio, audiovisual, and artistic representations
- autobiographies
- ballads
- banners
- billboards
- biographies
- book jackets
- booklets
- books
- brochures
- bulletin boards
- CD-ROMs
- Canadian texts
- cartoons
- charts, tables, and graphs
- choral readings
- comics
- commercials
- compositions
- conversations
- crossword puzzles
- debates
- definitions
- demonstrations
- diagrams
- diaries
- dictionaries
- documentaries
- drama
- dramatizations
- electronic databases
- essays
- expository texts
- fables
- films and filmstrips
- folksongs
- folktales
- improvisations
- inquiry or research
- instructions
- interactive dialogue
- Internet
- interviews
- journals
- legends
- letters (personal, business)
- logs
- lyrics
- magazines
- maps
- media broadcasts
- meetings
- memoirs
- mimes
- models
- monologues
- movies
- multimedia presentations
- murals
- music
- mystery texts
- myths
- narrative texts
- news articles/newscasts
- notes
- novellas
- novels
- obituaries
- on-line catalogues
- oral presentations
- outlines
- pamphlets
- panel discussions
- parables
- periodicals
- personal anecdotes
- picture books
- plays (including one-act)
- poetry
- portfolios
- posters
- presentations
- prints
- profiles
- projects (inquiry/research)
- propaganda
- prose
- puns
- puppetry
- readers' theatre
- recipes
- reports
- résumés
- reviews
- romantic literature
- sayings
- schedules
- science fiction
- scrapbooks
- scripts (play, radio, television)
- short stories
- skits
- speeches
- sportscasts
- storytelling
- summaries
- surveys
- texts about Canada
- thesauri
- timelines
- video presentations
- video scripts

Appendix D: A Continuum for English Language Arts Outcomes, Kindergarten to Senior 1

Purpose

The following pages provide A Continuum for English Language Arts Outcomes, Kindergarten to Senior 1, based on the outcomes presented in the ELA Framework. The continuum assists teachers in understanding the cumulative and interrelated nature of student learning outcomes. It indicates that instruction is continuous and suggests appropriate stages for introducing, teaching, and maintaining skills and strategies.

Legend

	<ul style="list-style-type: none"> indicates beginning stage with extensive teacher modelling and direction for students; initial teaching occurs but the skill or strategy described is not expected as an independent student learning outcome
	<ul style="list-style-type: none"> indicates direct instruction of increasingly sophisticated nature or with increasingly sophisticated materials
	<ul style="list-style-type: none"> indicates that the skill or strategy is at maintenance level for students and is automatic with consistent practice; minimal direct instruction is required for maintenance

Reference: Saskatchewan Education. "A Developmental Continuum of Learning Objectives for Kindergarten to Grade 5." In *English Language Arts: A Curriculum Guide for the Elementary Level*. Regina, SK: Saskatchewan Education, 1992. 22-36.

General Outcome 1 Explore thoughts, ideas, feelings, and experiences	K	1	2	3	4	5	6	7	8	S1
1. use language to develop and clarify thoughts and feelings										
2. respond sensitively to the ideas, opinions, and interpretations of others										
3. use others' viewpoints and ideas to extend own learning										
4. express and support own ideas and opinions in increasingly formal situations [such as interviews, meetings, reports...]										
5. express ideas and feelings with increasing clarity and fluency										
6. develop preferences for specific forms of expression and genres										
7. reflect on personal language use to set language learning goals										
8. use prior knowledge and make connections to new experiences										
9. ask extending questions										
10. tell and retell personal experiences and story events										
11. describe, share, and discuss responses to resources, media, experiences, events, and issues										

General Outcome 2

Comprehend and respond personally and critically to oral, literary, and media texts

	K	1	2	3	4	5	6	7	8	S1
1. use prior knowledge to make connections with texts										
2. confirm or reject predictions, inferences, and conclusion through flexible use of various strategies including										
• setting purpose										
• asking questions										
• relating previous experiences and knowledge to knowledge obtained from texts										
• predicting content, events, and outcomes										
• making comparisons, providing detail and supporting information										
• recognizing cause and effect relationships										
• making inferences										
• drawing conclusions										
• forming sensory images										
• paraphrasing and summarizing content										

General Outcome 2 (continued)	K	1	2	3	4	5	6	7	8	S1
<ul style="list-style-type: none"> adjusting reading strategies when meaning is not clear 										
3. use semantic, syntactic, graphophonic, and textual cues flexibly to predict and confirm meaning when reading by										
<ul style="list-style-type: none"> attending to print when being read to 										
<ul style="list-style-type: none"> understanding the directionality of print [such as top to bottom, left to right...] 										
<ul style="list-style-type: none"> understanding how illustrations can clarify and extend texts 										
<ul style="list-style-type: none"> understanding the use of titles, table of contents, index, and glossary 										
<ul style="list-style-type: none"> using titles, headings, and illustrations to predict content 										
<ul style="list-style-type: none"> associating words and letters with sounds in meaningful contexts 										
<ul style="list-style-type: none"> discriminating visual similarities and differences between words and symbols 										
<ul style="list-style-type: none"> distinguishing similarities and differences between words and sounds 										
<ul style="list-style-type: none"> reading familiar texts [such as personal writing, experience charts, labels, environmental print...] 										

General Outcome 2 (continued)	K	1	2	3	4	5	6	7	8	S1
<ul style="list-style-type: none"> • using a variety of strategies for comprehending unfamiliar words including 										
<ul style="list-style-type: none"> — reading on 										
<ul style="list-style-type: none"> — rereading and using context to predict 										
<ul style="list-style-type: none"> — using pictures as cues 										
<ul style="list-style-type: none"> — using structural and phonetic cues 										
<ul style="list-style-type: none"> — using sources [such as word banks, word lists, dictionaries...] 										
<ul style="list-style-type: none"> — adjusting reading rate appropriate to purpose and materials 										
<ul style="list-style-type: none"> — skimming, scanning, and close reading to locate information 										
<p>4. share personal thoughts, feelings, and images evoked by texts</p>										
<p>5. communicate personal interpretations of texts through drama and illustrations</p>										
<p>6. state preferences for specific texts, writers, or creators</p>										
<p>7. state preferences for various topics and genres</p>										

General Outcome 2 (continued)	K	1	2	3	4	5	6	7	8	S1
8. relate story events, characters, ideas, and illustrations in oral, literary, and media texts to personal experiences, previous reading, and other experiences										
9. recognize that story settings, characters, and events are interrelated										
10. recognize and appreciate, through interactions with texts, similarities and differences among cultures, lifestyles, and experiences										
11. understand how creators use language to create atmosphere, mood, setting, events, and characters										
12. sense the rhythm in texts, and the feeling, and mood evoked										
13. recognize a variety of genres and understand that they differ in structure and language										
14. retell shared texts in own words										
15. use story sense or structure of article to organize, recall, and make inferences about events										
16. identify and describe literary elements [such as character, plot, setting, problem, climax...]										
17. locate and recall relevant information in texts										
18. sequence significant events and details from texts										

General Outcome 2 (continued)	K	1	2	3	4	5	6	7	8	S1
19. interpret traits of main characters by analyzing actions, feelings, and dialogue										
20. evaluate motives and actions of characters										
21. interpret figurative language [such as similes, metaphors, personification...]										
22. identify and describe literary and media techniques [such as foreshadowing, flashback, point of view...]										
23. use textual and organizational patterns [such as problem and solution, comparison and contrast, main idea and detail, cause and effect, sequence, description, explanation...] to predict and confirm meaning										
24. understand how persuasive language can influence views and actions										
25. interpret information conveyed by pictures, graphs, charts, maps, signs, and symbols										

General Outcome 3
Manage ideas and information

	K	1	2	3	4	5	6	7	8	S1
1. recall, categorize, and summarize personal knowledge of a topic										
2. pose relevant questions										
3. identify purpose and audience for research or inquiry										
4. identify and sequence the processes for a research or inquiry task										
5. create a plan for a research or inquiry task										
6. recognize a variety of information sources										
7. access a variety of sources through flexible use of reading, listening, and viewing strategies										
8. locate materials specific to a topic										
9. develop strategies for reviewing materials to										
• determine content										
• determine main ideas										
• determine opinions and biases										
• locate facts and details										

General Outcome 3 (continued)	K	1	2	3	4	5	6	7	8	S1	
10.interpret information in pictures, diagrams, charts, maps, and tables											
11.select an appropriate medium of expression for projects and reports											
12.use and understand the purposes of various parts of a resource [such as title, chapter headings, glossary, table of contents...]											
13.use card or electronic catalogues											
14.listen, read, and view with a purpose and recognize main ideas and sequence											
15.use dictionaries, thesauri, and glossaries to obtain information about terminology, meaning, spelling, and pronunciation											
16.record main ideas and supporting details relevant to the topic, using note-making strategies and forms [such as pictures, charts, graphic organizers, writing...]											
17.use various organizational patterns and tools to collect and summarize information											
18.list sources of information used in an inquiry or research project											
19.evaluate information for its usefulness in an inquiry or research project											
20.access information from a variety of sources and review information gathered											
21.use own language to paraphrase and summarize information from a variety of sources											
22.integrate information from more than one source											

General Outcome 4

Enhance the clarity and artistry of communication

	K	1	2	3	4	5	6	7	8	S1
1. focus a topic for oral, written, and visual texts										
2. dictate stories, sentences, and phrases for others to transcribe										
3. express ideas with increasing clarity, fluency, and sentence variation										
4. create stories about pictures and drawings										
5. recognize that ideas can be expressed in groups of words that form sentences										
6. recognize that a paragraph conveys one main idea										
7. select forms for specific audiences and purposes										
8. adapt models from reading, viewing, and listening experiences in creating texts										
9. ask for and provide peer feedback when composing and revising										
10. revise drafts for clarity by										
• reordering ideas										
• adding details										
• reviewing content										
• reviewing relevance of information										
• examining word choice and language usage for effect										

General Outcome 4 (continued)	K	1	2	3	4	5	6	7	8	S1
11. edit writing by • checking capitalization and punctuation	■	■	■	■	■	■	■	■	■	■
• checking spelling		■	■	■	■	■	■	■	■	■
• examining language usage for accuracy		■	■	■	■	■	■	■	■	■
12. review presentation for • legibility	■	■	■	■	■	■	■	■	■	■
• formatting	■	■	■	■	■	■	■	■	■	■
13. share completed products using appropriate vocabulary and manner of oral expression for particular purposes and audiences	■	■	■	■	■	■	■	■	■	■
14. use group facilitation skills and strategies to share completed presentations				■	■	■	■	■	■	■
15. use active listening skills and strategies	■	■	■	■	■	■	■	■	■	■
16. understand that meaning is influenced by verbal and non-verbal cues when presenting orally	■	■	■	■	■	■	■	■	■	■
17. vary verbal and non-verbal cues in presentations to influence meaning	■	■	■	■	■	■	■	■	■	■
18. use audience response skills appropriate to the social context	■	■	■	■	■	■	■	■	■	■

General Outcome 5

Celebrate and build community

	K	1	2	3	4	5	6	7	8	S1
1. participate in whole-class and small-group discussions and collaborative tasks										
2. acknowledge others' perspectives										
3. understand that language is used in different ways across cultures, genders, and age groups										
4. identify and use appropriate group participation skills and strategies										
5. share responsibilities as a member of a group										
6. evaluate personal contributions to a group and set goals										

Appendix E: Skills, Strategies, and Tools for Instruction and Assessment

Students engage in language activities that require the use of various thinking skills, strategies, and tools. These are best observed during the processes of learning. Observations can be used for student-teacher feedback or for assessment. Thinking skills, strategies, and tools for observation are listed below. (These are not exhaustive or hierarchical lists.)

Focusing, Attending, and Remembering

- brainstorming
- accessing prior knowledge
- setting purpose
- attending to specific information
- recalling
- retelling
- organizing thoughts
- rehearsing
- engaging in active listening
- gathering information

Integrating Information

- predicting and confirming
- questioning
- making connections
- drawing conclusions
- forming opinions
- summarizing
- restructuring information

Analyzing and Organizing

- identifying attributes
- comparing
- classifying
- using textual references
- adjusting rates
- identifying main ideas

- identifying relationships
- ordering and reordering information
- identifying errors and gaps
- skimming
- managing time
- scanning
- outlining
- sequencing
- reviewing text

Elaborating, Evaluating, and Reflecting

- discussing
- explaining
- conferencing
- extending ideas
- paraphrasing
- inferring
- predicting
- describing
- justifying/judging
- verifying
- sorting essential and non-essential information
- summarizing
- establishing criteria
- self-questioning
- using and giving feedback

During learning, students and teachers use a variety of skills, strategies, and tools to organize and clarify material being studied. Some are suited to specific learning tasks or stages of learning; others encompass a series of learning steps for broader contexts. The use of skills, strategies, and tools in a variety of contexts may provide opportunities for teachers to observe student thinking and result in samples of student work to assist in student assessment and evaluation.

Some skills, strategies, and tools that students and teachers use include

- Anticipation Guides
- semantic maps (word, concept, character, and genre maps)
- mind maps
- lists and charts
- Venn diagrams
- journal entries
- response logs
- time planners
- story grammars
- graphic organizers
- response guides
- reading logs
- text frames for writing
- self-assessment profiles and checklists
- sources (dictionary, thesaurus, spelling sources)

Many pre-established strategies and tools also provide opportunities for learning and assessment. Pre-established strategies and tools that could be used include

- Anticipation Guides
- Discussion Web
- Frayer Model
- KWL Plus (Know, Want to know, Learned)
- LINK (List-Inquiry-Note-Know)
- Narrative Reading Strategy
- PReP (PreReading Plan)
- Pyramid Diagram
- QARs (Question-Answer Relationships)
- Semantic Feature Analysis
- SMART (Self-Monitoring Approach to Reading and Thinking)
- Structured Notetaking

Other strategies and tools for teachers to use in observation and assessment include

- anecdotal records
- IRIs (informal reading inventories)
- miscue analysis
- running records
- think-alouds
- strategy interviews
- strategy observations
- rubrics
- teacher checklists
- self-assessment checklists

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