

**Senior 3
English Language Arts**

*Manitoba Curriculum
Framework of Outcomes*

*Renewing Education:
New Directions*

**Manitoba
Education
and Training**
James C. McCrae,
Minister



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ENGLISH LANGUAGE ARTS

Manitoba Curriculum Framework of Outcomes

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Introduction

Background

Within the last two decades, English language arts educators have redefined the instruction of English language arts. At all grades, the focus has shifted from reading, writing, and the study of literature to an emphasis on acquiring language and literacy skills through listening, speaking, viewing, and representing, as well as reading and writing. In keeping with the literacy demands placed on them, students now learn to read and produce a wide range of texts.

This transformation of English language arts was prompted by social and technological change and by new research in learning. It parallels a general shift in education to learner-centred classrooms, with instruction built around student learning outcomes rather than goals and objectives. Across Canada and in much of the Western world, similar changes have resulted in initiatives to create new curricula in many subject areas.

Collaboration in Education

The Western Canadian Protocol for Collaboration in Basic Education (WCP) (1993) was established with the aim of developing curricula and resources with a western Canadian perspective. Under the WCP, educators from Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, and the Northwest Territories collaborate to identify student learning outcomes for Kindergarten to Senior 4 (Grade 12) in mathematics, social studies, and language arts.* The student learning outcomes developed through the WCP process are released simultaneously to all participating jurisdictions in a Common Curriculum Framework. The learning outcomes are used in schools throughout western Canada, ensuring consistency for students who move from one province or territory to another.

* Student learning outcomes for science are identified in *Common Framework of Science Learning Outcomes, K to 12, Pan-Canadian Protocol for Collaboration on School Curriculum*. Toronto, ON: Council of Ministers of Education, Canada, 1997.

Curriculum Development in Manitoba

The Common Curriculum Framework documents developed in collaboration with the western Canadian provinces and territories form the basis of further curriculum development in Manitoba. The following chart describes the curriculum documents that result from the curriculum development process outlined in *A Foundation for Excellence* (1995).

Types of Curriculum Documents

Common Curriculum Framework

The Common Curriculum Framework documents state student learning outcomes for Kindergarten to Senior 4 (Grade 12) in specific subject areas. They form the basis of other types of documents:

- **Manitoba Curriculum Framework of Outcomes and Standards**
These documents incorporate the student learning outcomes identified in the Common Curriculum Framework documents for specific subject areas. These learning outcomes are mandated for all Manitoba schools (*The Action Plan*, 1995). Standards of performance for Grade 3, Grade 6, Senior 1, and Senior 4 are included where applicable.
- **Foundation for Implementation**
These documents state the prescribed student learning outcomes and assist teachers in implementing them by providing suggestions for instruction, assessment, and learning resources.
- **Teacher Support**
These documents provide specific support in various areas.
- **Annotated Bibliographies of Learning Resources**
These documents assist teachers in selecting curriculum-congruent learning resources that support classroom instruction.

English Language Arts Curriculum Framework

The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12 (Grades 10–12 Draft), developed in collaboration with the western Canadian provinces and territories, was released in 1996. It is the foundation for Manitoba’s English language arts curriculum framework of outcomes and standards documents for Kindergarten to Senior 1 (1996). The Senior 2 and Senior 3 curriculum framework of outcomes documents extend this development and are based on *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (1998).

Senior 3 English Language Arts: Manitoba Curriculum Framework of Outcomes (hereafter referred to as the Senior 3 ELA Framework) identifies student learning outcomes for three curricula. Senior 3 English language arts courses offered in schools must be based on these curricula. The course titles and course designations to be used by schools are as follows:

- Senior 3 English Language Arts: Comprehensive Focus (30S)
- Senior 3 English Language Arts: Literary Focus (30S)
- Senior 3 English Language Arts: Transactional Focus (30S)

Schools are not required to offer all three courses based on these curricula. To meet the compulsory core Senior 3 English language arts graduation requirements, each student must complete one of these three courses. As well, students may complete one or two additional Senior 3 English language arts courses as compulsory complementary or optional supplementary credits. None of the Senior 3 English language arts courses is a prerequisite for any other Senior 3 course. Any one of the three Senior 3 courses fulfills the prerequisite for a student’s selection of a Senior 4 compulsory core English language arts course.

Purposes of the ELA Framework

The ELA Framework documents identify general and specific English language arts learning outcomes for students in Manitoba:

- *General student learning outcomes* describe the knowledge, skills and strategies, and attitudes that students are expected to demonstrate from Kindergarten to Senior 4.

- *Specific student learning outcomes* identify the component knowledge, skills and strategies, and attitudes that contribute to the general student learning outcomes and that students are expected to demonstrate by the end of a grade.

The Senior 3 ELA Framework identifies a separate set of specific learning outcomes for each of three Senior 3 English language arts curricula: Comprehensive Focus, Literary Focus, and Transactional Focus.

The general and specific student learning outcomes assist educators as they

- set goals for learning
- plan learning experiences that support the achievement of student learning outcomes
- monitor the progress of individual students
- communicate with parents and guardians about student progress
- develop a literacy plan for the school
- select learning resources
- establish assessment practices
- establish staff development plans

Contents of the Senior 3 ELA Framework

- *Introduction:* A brief discussion of the purpose of the Senior 3 ELA Framework and the process by which it was developed.
- *Language and Language Learning:* A discussion of the aims and principles of English language arts instruction and of the theory and research on which language instruction of various language uses is based.
- *Student Learning Outcomes:* A profile of the knowledge, skills and strategies, and attitudes that students are expected to demonstrate by the end of Senior 3, organized by curriculum: Comprehensive Focus, Literary Focus, and Transactional Focus. To provide context, the student learning outcomes for Grade 8 and Senior 1, 2, and 4 are also provided.
- *References:* A list of print resources used in developing the Senior 3 ELA Framework.

Language and Language Learning

The Nature and 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 human means of representing, exploring, and communicating meaning. Language is a defining feature of culture and an unmistakable mark of personal identity. It is essential to thought and personal expression, to forming interpersonal relationships, and to functioning and contributing within a democratic society. Language is the primary instrument of thought and the primary basis of all communication.

Language Acquisition and Development

Language learning is an active process that begins at birth and continues throughout life. An infant's first words are prompted by an enjoyment of sound and by an intrinsically human impulse to name objects or actions. This language, called "expressive language," is used not primarily to communicate, but to make meaning of experience and to construct a coherent and predictable view of the world. Expressive language is used throughout life, from the "running commentary" of toddlers to the interiorized soliloquy of older children and adults. It is the basis of most conversation, anecdotes, letters, and journals. Expressive language, which Vygotsky (1962) calls "the language of being and becoming," is the means by which people rehearse, shape, interpret, and recall what they perceive and feel.

Britton (1970) observes that language evolves in two directions from purely expressive language:

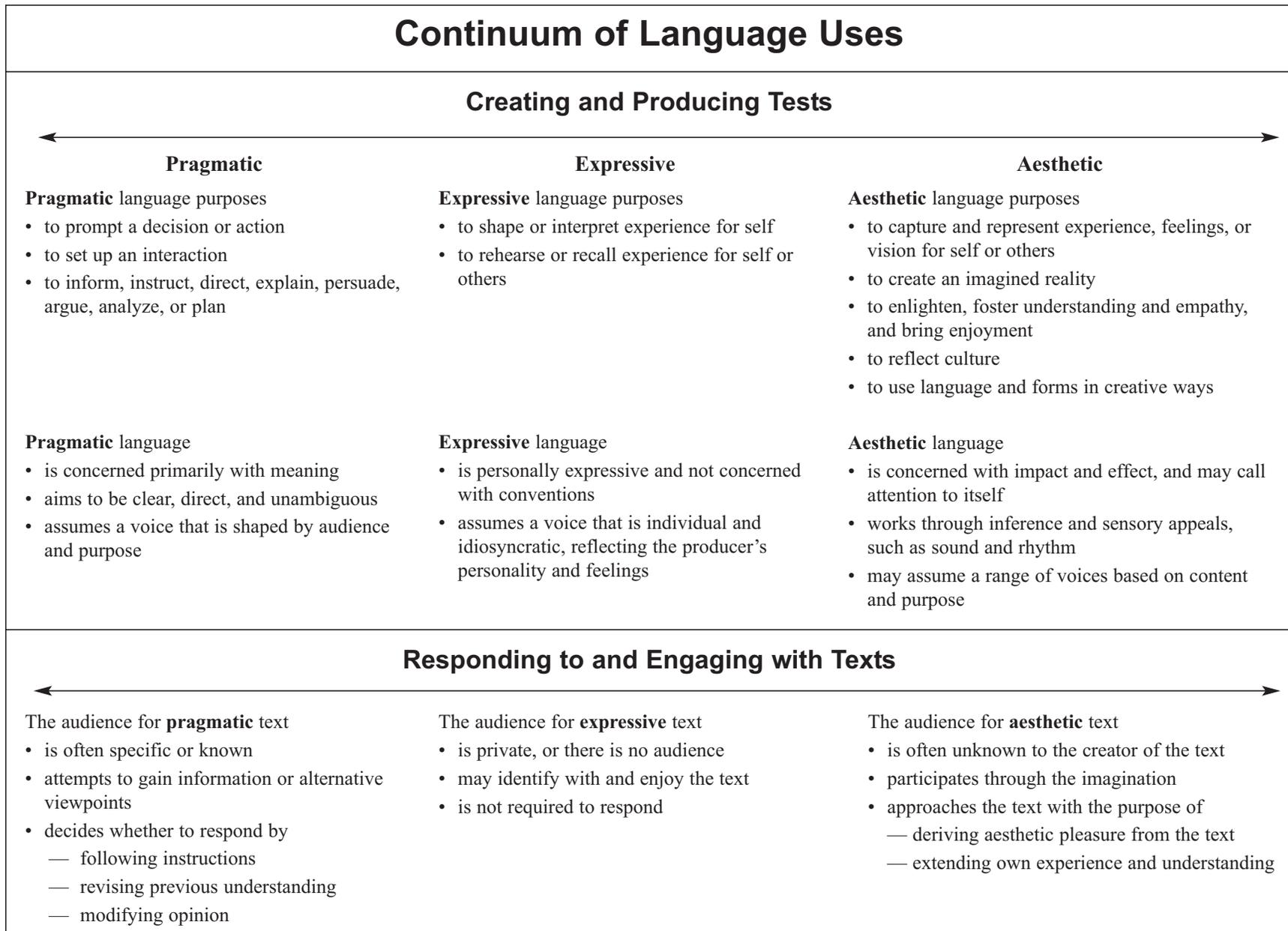
- *Transactional uses of language:* Very early, young children begin to use language to interact with their environment: to gain and exchange information and to make and receive demands

and requests. Britton calls this language use transactional language because it requires a response, and may set up a train of interaction. Others call it pragmatic language because it is "the language of getting things done"—language used to inform, to explain, to persuade, to argue, and to plan. Pragmatic or transactional language assumes both formal and informal forms and genres.

- *Aesthetic uses of language:* Aesthetic language is expressive language shaped and crafted to capture and represent experiences. It attempts to create and recreate experiences that the audience will enter through the imagination. Poets, filmmakers, illustrators, and playwrights, for example, exploit the meaning, the connotation, and the sensuous properties of language in order to engage the audience, express their vision, and bring aesthetic pleasure.

Language Uses in ELA Learning

English language arts instruction is concerned with all language uses: expressive, pragmatic, and aesthetic. These language uses are not entirely separate; all discourse can be placed on a continuum between purely pragmatic and purely aesthetic language, as shown in the chart that appears on the following page. In one direction, language becomes increasingly pragmatic and increasingly concerned with and shaped by the response of its audience. In the other direction, it becomes increasingly aesthetic, finding ways to evoke or recreate rather than simply describe experience. Pragmatic use of language in its absolute form (for example, instructions on a bottle of medication) aims to be transparent to the broadest audience. Aesthetic use of language in its absolute form (for example, experimental poetry) exploits qualities of language such as sound and pattern, but may invite a variety of different interpretations and responses. Between these



extremes, students encounter forms that use language with varying degrees of concern for clarity and for effect. These include texts such as business letters and magazine features produced for pragmatic purposes, and texts such as dramas and novels produced primarily for aesthetic purposes.

Although individual texts cannot be categorized definitively according to their place on the pragmatic-expressive-aesthetic continuum of language uses, the terms “aesthetic texts” and “pragmatic texts” denote texts that appear to be produced for aesthetic or pragmatic purposes. A text, however, may be read for a different purpose than that for which it was produced. A political speech (which has a pragmatic purpose) may be read for the pleasure the reader takes in its language and style, and a magazine advertisement may be examined for its use of poetic language. Similarly, a reader may approach an aesthetic text with a pragmatic purpose, for example, to gather information about the period in which it is set.

Distinguishing between pragmatic and aesthetic uses of language is a way of thinking about the purposes of a speaker, writer, or producer, or an audience, rather than a way of classifying texts. The purposes of the speaker, writer, or producer, as well as the purposes of the audience, contribute to the meaning derived from a text.

The continuum of language uses represented on the previous page describes

- the range of language purposes at play when texts are produced
- the range of language purposes with which audiences may listen to, read, or view texts

Note that an audience may use a text for purposes other than those for which it was produced, and that the audience’s purpose may change in the course of listening, viewing, and representing.

Language Learning in Senior 3 ELA

Differentiating between pragmatic and aesthetic language uses in language arts learning is important for several reasons:

- Identifying the purpose of a text enables students to approach it with appropriate expectations as listeners, readers, or viewers (e.g., Am I coming to this poem looking for information or for an expression of feeling or sensation with which I can relate? Is this narrative told to entertain me or to persuade me of something?).
- Knowing various language uses enables students to focus their efforts appropriately to create the effects they intend as speakers, writers, and producers.

To enable students to explore their interest in a particular language use, the Senior 3 ELA Framework identifies three sets of specific student learning outcomes, one set for each curriculum:

Comprehensive Focus, Literary Focus, and Transactional Focus.

Each requires students to produce and read texts from the full range of the language continuum:

- **Senior 3 English Language Arts: Comprehensive Focus**
These student learning outcomes identify the knowledge, skills and strategies, and attitudes students will demonstrate in the Comprehensive Focus, which addresses pragmatic and aesthetic purposes and texts in approximate balance.
- **Senior 3 English Language Arts: Literary Focus**
These student learning outcomes identify the knowledge, skills and strategies, and attitudes students will demonstrate in the Literary Focus, which emphasizes aesthetic purposes and texts. Texts read and produced will be approximately 70 percent aesthetic and 30 percent pragmatic in purpose.
- **Senior 3 English Language Arts: Transactional Focus**
These student learning outcomes identify the knowledge, skills and strategies, and attitudes students will demonstrate in the Transactional Focus, which emphasizes pragmatic purposes and texts. Texts read will be approximately 70 percent pragmatic and 30 percent aesthetic in purpose. Texts produced will be pragmatic in purpose.

Please note that while the same text can legitimately be studied from various perspectives, schools will attempt to avoid repetition in the content of each curriculum: Comprehensive Focus, Literary Focus, and Transactional Focus.

The English Language Arts

The study of English language arts enables each student to understand and appreciate language and to use it competently and confidently in a variety of situations for communication, personal satisfaction, and learning. Students become competent and confident users of all six language arts through many opportunities to listen, speak, read, write, view, and represent in a variety of combinations and through a wide range of relevant texts.

Instruction in all six language arts equips students for effective participation in a technological society in which information, communication, arts, and entertainment are increasingly conveyed in language forms other than print. In the Senior 3 ELA Framework, the terms “text” and “reading” are used inclusively:

- *Text* refers to all language forms that can be experienced, discussed, and analyzed. These include print texts such as fiction and non-fiction books, articles, and reports, oral texts such as storytelling, dialogues, speeches, and conversations, and visual texts such as pictures, diagrams, tableaux, mime, and non-verbal communication.
- *Reading* refers to constructing meaning from texts of any kind.

Texts are affected and influenced by how they are transmitted, whether by computer, television, radio, print, or in person. Media texts and electronic texts such as videos, films, cartoons, and electronically distributed magazines frequently include oral, written, and visual components simultaneously. The language arts are clearly interrelated and interdependent; students need knowledge, skills, and strategies in all six language arts to compose, comprehend, and respond to texts.

The student learning outcomes presented in the Senior 3 ELA Framework integrate the six language arts. In selecting learning resources and in planning instruction and assessment, teachers strive to achieve variety and balance in the use of the six language arts.

Listening and Speaking

Oral language is the 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, beliefs, and traditions.

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, solve problems, and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language knowledge and skills. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.

Reading and Writing

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

Reading provides students with a means of accessing the ideas, views, and experiences of others. By using effective reading skills and strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts such as both short and book-length fiction and non-fiction. Writing enables students to explore, shape, and clarify their thoughts, and to communicate them to others. By using effective writing strategies, students discover and refine ideas and compose and revise with increasing confidence and skill.

Viewing and Representing

Viewing and representing are integral parts of contemporary life. They allow students to understand the ways in which visual language may be used to convey ideas, values, and beliefs.

Viewing is an active process of attending to and comprehending visual media such as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture, and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading print texts (such as previewing, predicting, and making inferences) may also be used in viewing.

In the process of constructing meaning, students represent their ideas through visual forms such as webs, sketches, and maps. Representing enables students to communicate information and ideas through a variety of media, including charts, posters, diagrams, video presentations, visual art, drama, and mime.

The Nature of the Student Learning Outcomes

The general and specific student learning outcomes for Senior 3 English language arts curricula (Comprehensive Focus, Literary Focus, and Transactional Focus) are concise statements of the learning that students are expected to demonstrate by the end of Senior 3. This learning includes:

- *Knowledge:* Students need to know facts, concepts, principles, and generalizations. The knowledge taught in language arts includes the vocabulary of the language arts discipline, aesthetic and pragmatic devices, and the conventions of various forms and genres.
- *Skills and strategies:* Students need to know and apply processes and strategies in developing skills. This procedural knowledge includes knowledge and skilled use of the six language arts, as well as related processes, including processes of inquiry, interaction, revision and editing, reflection, and metacognition.
- *Attitudes:* This aspect of learning relates to how students are disposed to act. Attitudes and habits of mind fostered by language arts learning include thinking strategically in approaching a task, considering others' ideas, appreciating the

clarity and artistry of language, reflecting on one's own performance, and setting goals.

General Student Learning Outcomes

Five general student learning outcomes serve as the foundation for each Senior 3 English language arts curriculum: Comprehensive Focus, Literary Focus, and Transactional Focus. General learning outcomes are broad statements describing student learning. The general student learning outcomes are interrelated and interdependent. Each learning outcome is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences.

The general student learning outcomes and the icons used to represent them in the ELA Framework documents from Kindergarten through the Senior Years are:



General Learning Outcome 1

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



General Learning Outcome 2

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



General Learning Outcome 3

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



General Learning Outcome 4

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



General Learning Outcome 5

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

Specific Student Learning Outcomes

In each Senior 3 English language arts curriculum (Comprehensive Focus, Literary Focus, and Transactional Focus), each general student learning outcome is elaborated through clusters of specific learning outcomes, which are categorized under headings. The specific learning outcomes are relevant for 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 learning outcomes for previous grades. For this reason, the student learning outcomes for Grade 8, Senior 1, and Senior 2 are provided in this document along with the Senior 3 student learning outcomes. To assist teachers in preparing students for Senior 4, this document also presents the Senior 4 student learning outcomes developed through the WCP process.* Manitoba's Senior 4 student learning outcomes will be finalized as English language arts curricula are developed for Senior 4.

Many specific student learning outcomes provide examples, enclosed within brackets:

- Bracketed examples prefaced by *such as* indicate the range and variety of examples teachers need to consider in planning.
- Bracketed terms prefaced by *including* indicate mandatory aspects of curricula.

* The Grade 8 and Senior 1 student learning outcomes are identified in *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12 (Grades 10–12 Draft)* (1996), and the Senior 2, 3, and 4 student learning outcomes are identified in *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (1998). The order of presentation for all grades reflects the 1998 edition.

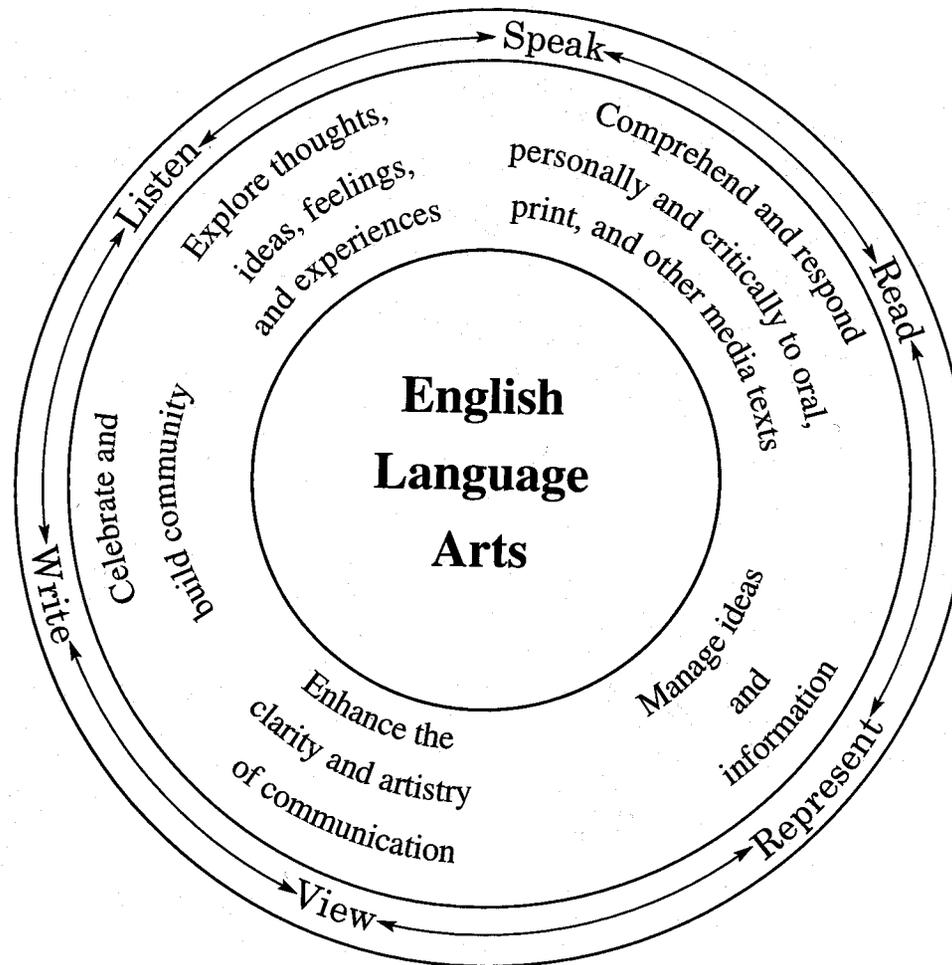
Integrating the Student Learning Outcomes and the Language Arts

Effective language arts classrooms frequently address several student learning outcomes simultaneously. Many of the learning outcomes are intended to be addressed at different times through one or a combination of the six language arts.

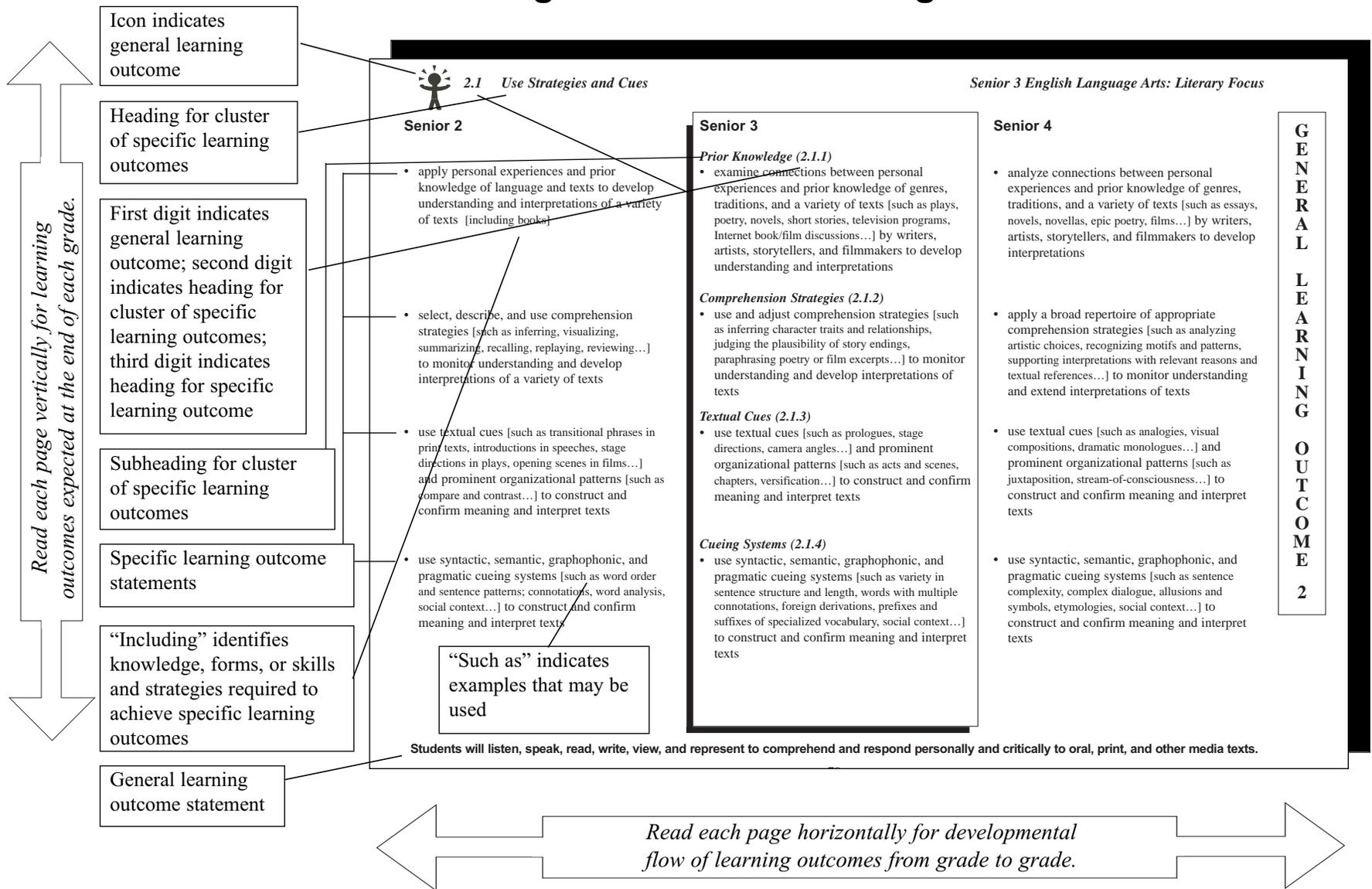
In the course of planning, teachers typically draw from several specific student learning outcomes, both within a general learning outcome and across all five general learning outcomes, and organize these outcomes into logical sequences for instructional experiences. Many aspects of language arts instruction are recursive and are revisited repeatedly, using a range of teaching, learning, and assessment strategies, as well as a variety of learning resources.

An Organizational Framework

The study of the English language arts enables each student to understand and appreciate language and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning. The following figure represents an organizational framework for integrating the five general student learning outcomes and the six language arts.



Guide to Reading the Student Learning Outcomes



**Senior 3 English Language Arts:
Comprehensive Focus**

Student Learning Outcomes

Introduction

Senior 3 English Language Arts: Comprehensive Focus (30S)

In Senior 3 English Language Arts: Comprehensive Focus (hereafter referred to as the Comprehensive Focus), students develop a range of literacy skills that deepen their engagement with and appreciation of a variety of texts and help them function more effectively in their private sphere and in the global community. The language uses explored in the Comprehensive Focus fall along a continuum that includes both pragmatic and aesthetic uses. Students engage with and compose texts that inform, persuade, analyze, foster understanding and empathy, reflect culture, express feelings and experience, and bring enjoyment. They explore the aesthetic properties of language used in conveying experience, and the denotative properties used in communicating information and points of view.

The Comprehensive Focus addresses a variety of informal and formal discourse, ranging from oral discussions, free-writing, letters, improvised drama, and journals to reports, formal presentations, documentaries, short and book-length fiction, and poetry. These texts fall along the continuum of pragmatic, expressive, and aesthetic language uses, with approximately equal time being devoted to pragmatic and aesthetic texts. Texts such as instructions and handbooks use highly pragmatic language to accomplish purposes. Documentaries, travel articles, and creative non-fiction have pragmatic purposes but convey information or viewpoints through language that has an aesthetic effect. Poetry, short and book-length fiction, and plays use language primarily to capture and represent experience, feelings, or vision and to create an imagined reality.

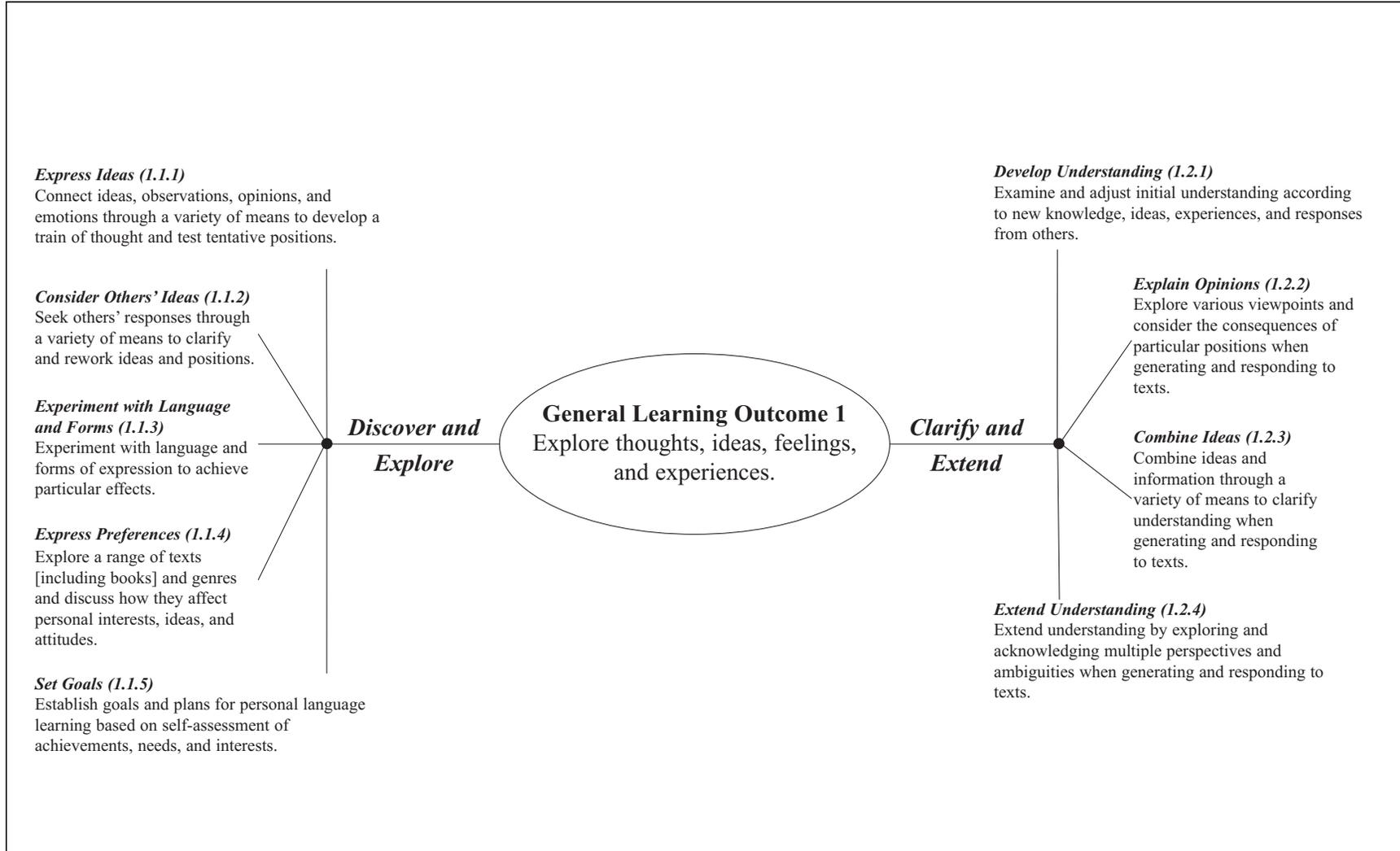
The Comprehensive Focus provides opportunities to use, compare, and compose a range of pragmatic and aesthetic texts on the same topic or subject. Students may gather information or points of view from novels, memoirs, and dramas, as well as from newspaper articles, documentaries, and non-fiction books. Similarly, students may compose texts that use the aesthetic properties of language to accomplish pragmatic purposes. Advertisements, for example, frequently use poetic language, and narratives such as allegories may be written with the intention of shaping the attitudes or opinions of the audience.

The student learning outcomes of the Comprehensive Focus are an elaboration of the knowledge, skills and strategies, and attitudes that constitute literacy. Students enhance their skill in reading and appreciating a range of forms, genres, and media, and they learn the conventions of a range of pragmatic and aesthetic forms. As listeners, readers, and viewers, students examine the effects of various language techniques, assess pragmatic texts for accuracy, logic, and relevance, and respond to and interpret aesthetic texts. As speakers, writers, and representers, students learn to shape communication for an audience, express themselves clearly and with an intended effect, and select from a range of stances, voices, diction, and forms appropriate to their purpose. Through a wide variety of learning experiences, students use and interpret a range of media, manage data and information efficiently, and plan and work in creative collaboration.

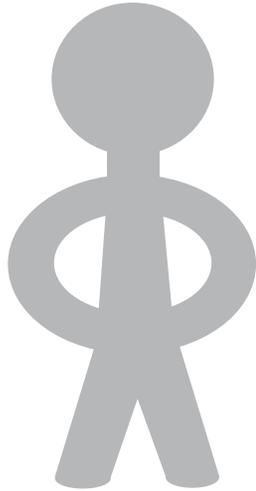
The Comprehensive Focus fosters literacy skills that help students to lead reflective, effective lives. It deepens their engagement with texts and their understanding of themselves and the world around them. It teaches students to think critically and independently and provides them with the practical skills they need to deal with the demands of an information-based society.



Senior 3 English Language Arts: Comprehensive Focus Map of General Learning Outcome 1



**General Learning
Outcome 1**



Comprehensive Focus

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

Language is essential to thought, for impressions and feelings are clarified and given shape by being expressed through language. Exploratory language, which is largely spontaneous, is a major strategy for learning, enabling students to discover what they think and feel, to try out tentative ideas, and to compare their ideas with those of others.

Exploratory language is essential to expressing and deepening students' understanding of texts. When listening, reading, and viewing, students use exploratory language to

- identify prior knowledge, interests, experiences, and attitudes that may shape the meaning they construct from texts
- explore their own responses to the issues and ideas addressed in texts
- express and explore questions raised by texts
- compare their responses, inferences, and interpretations with those of others
- determine the stance and purposes of speakers, authors, and producers
- examine the various techniques that make texts effective

Students discover much of the meaning of texts only through exploratory talk, writing, and visual representation.

Exploratory language is also inherent in the process of generating texts for both aesthetic and pragmatic purposes. In creating texts for pragmatic purposes, students use exploratory language to explore the content of their communication, the form it will take, and their own position with respect to this content. Exploration is also fundamental to creating aesthetic texts that convey a distinctive vision, adopt an authentic voice, and use fresh and arresting language.

Students employ exploratory language at every stage of the production or creative process:

- *Preparing to speak, write, or represent:* Students talk, improvise, jot, draft, sketch, and reflect on things they have experienced, heard, read, and viewed to discover a catalyst for texts with aesthetic purposes or a direction for texts with pragmatic purposes.
- *Engaging with and producing texts:* Students elaborate their ideas and explore how they can express them most effectively for a particular audience, trying out various forms, structures, and devices for achieving particular purposes or effects.
- *Revising texts:* Students invite and reflect on the responses of others to their work, in order to ensure that it attains their purposes effectively.

An atmosphere that invites and supports exploration and risk taking is essential to the Comprehensive Focus. Students' understanding of the texts they listen to, read, and view will deepen only if they are encouraged to attend to their responses, and to express tentative ideas and interpretations. To produce precise and forceful texts, students experiment with various media, forms, techniques, images, sounds, and words. Through interaction with others, they learn to seek and consider alternative perspectives and to try out new positions. Exploratory language is the fibre of the classroom community, the means by which its members question, grow, and contribute.



	Grade 8	Senior 1
<i>Express Ideas</i> →	<ul style="list-style-type: none">• explore diverse ideas to develop predictions, opinions, conclusions, and understanding	<ul style="list-style-type: none">• question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances
<i>Consider Others' Ideas</i> →	<ul style="list-style-type: none">• integrate new understanding with previous viewpoints and interpretations	<ul style="list-style-type: none">• acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints
<i>Experiment with Language and Forms</i> →	<ul style="list-style-type: none">• experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms	<ul style="list-style-type: none">• use memorable language effectively and experiment with different personas for dynamic self-expression
<i>Express Preferences</i> →	<ul style="list-style-type: none">• pursue personal interest in specific genres by particular writers, artists, storytellers, and filmmakers	<ul style="list-style-type: none">• discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers
<i>Set Goals</i> →	<ul style="list-style-type: none">• self-monitor growth in language learning and use, using predetermined criteria	<ul style="list-style-type: none">• reflect on attainment of personal goals for effective language learning and use

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



Senior 2

- 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

Express Ideas (1.1.1)

- connect ideas, observations, opinions, and emotions through a variety of means to develop a train of thought and test tentative positions

Consider Others' Ideas (1.1.2)

- 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 (1.1.3)

- experiment with language and forms of expression to achieve particular effects

Express Preferences (1.1.4)

- explore a range of texts [including books] and genres and discuss how they affect personal interests, ideas, and attitudes

Set Goals (1.1.5)

- 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

GENERAL LEARNING OUTCOME 1

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



1.2 Clarify and Extend

Senior 3 English Language Arts: Comprehensive Focus

	Grade 8	Senior 1
<i>Develop Understanding</i> →	<ul style="list-style-type: none">• discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding	<ul style="list-style-type: none">• reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge
<i>Explain Opinions</i> →	<ul style="list-style-type: none">• articulate, represent, and explain personal viewpoints clearly	<ul style="list-style-type: none">• review and refine personal viewpoints through reflection, feedback, and self-assessment
<i>Combine Ideas</i> →	<ul style="list-style-type: none">• structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding	<ul style="list-style-type: none">• structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world
<i>Extend Understanding</i> →	<ul style="list-style-type: none">• reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity	<ul style="list-style-type: none">• consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding

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



Senior 2

- 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

Develop Understanding (1.2.1)

- examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others

Explain Opinions (1.2.2)

- explore various viewpoints and consider the consequences of particular positions when generating and responding to texts

Combine Ideas (1.2.3)

- combine ideas and information through a variety of means to clarify understanding when generating and responding to texts

Extend Understanding (1.2.4)

- extend understanding by exploring and acknowledging multiple perspectives and ambiguities when generating and responding to texts

Senior 4

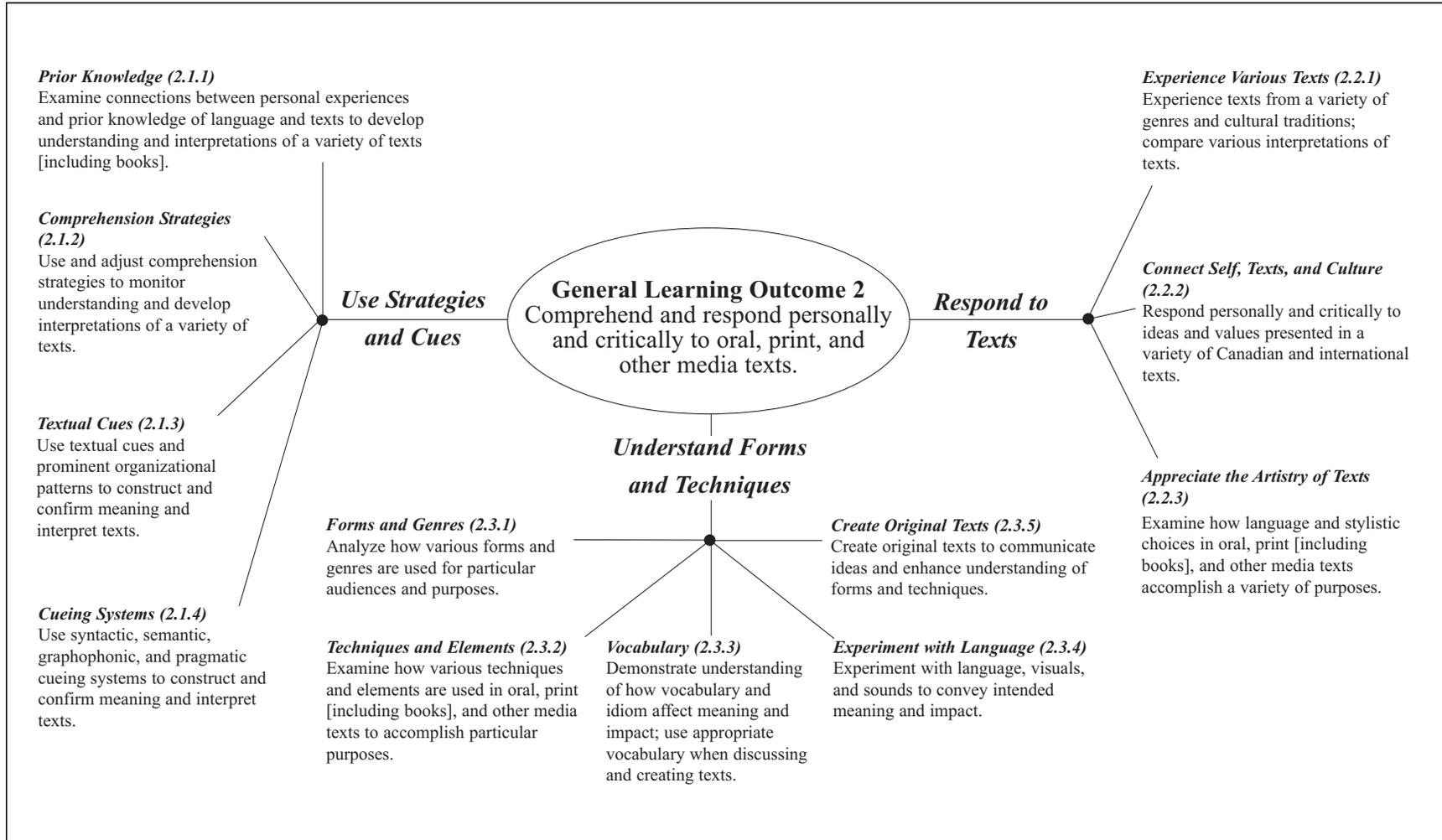
- explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs
- explore the strengths and limitations of various viewpoints on an issue or topic and identify aspects for further consideration; evaluate implications of particular perspectives when generating and 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

GENERAL LEARNING OUTCOME 1

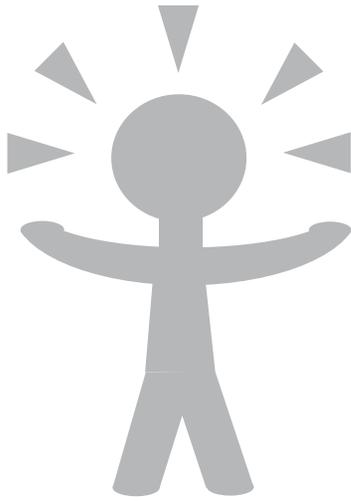
Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



Senior 3 English Language Arts: Comprehensive Focus Map of General Learning Outcome 2



General Learning Outcome 2



Comprehensive Focus

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

Students in the Comprehensive Focus listen to, read, and view a wide variety of texts (including books), with approximate balance between texts written or produced for aesthetic and for pragmatic purposes:

- When students approach a text with an aesthetic stance, they enter the world of the text for the delight that aesthetic language brings, for the satisfaction of discovering a created world that illuminates their own, or for the stimulation of encountering alternative ways of seeing things.
- When students engage with a text for pragmatic purposes, their intent is to gain information or other perspectives.

The pragmatic use of language may narrow the range of possible responses and interpretations more than the aesthetic use of language; however, regardless of the purpose of the texts they explore, students engage in a process of making meaning.

In attaining the specific learning outcomes of General Learning Outcome 2, students

- articulate the meaning they make of texts and questions they have about them
- identify the attitudes, experiences, and prior knowledge they bring to texts (including fiction and non-fiction books), and the ways these shape the meaning they make of the texts
- seek alternative responses and readings, and reflect on the ways their own thinking might be refined and extended through others' ideas

Students' skill in listening to, reading, and viewing texts is fundamental to their success in all other academic areas, to their ability to operate effectively in society, and to the lifelong pleasure and enrichment they will gain through literacy. The Comprehensive Focus reviews and reinforces a range of strategies for responding personally and critically to texts written or produced for aesthetic and pragmatic purposes. By Senior 3, students have a high degree of metacognition and are able to select and adjust listening, reading, and viewing strategies according to the type of text, their own degree of prior knowledge on the subject, and their task.

General Learning Outcome 2 requires students to respond personally, critically, and creatively to aesthetic and pragmatic texts:

- In engaging with aesthetic texts, students move from response to criticism, comparing their responses with those of others and using questions generated by this sort of discussion to deepen their understanding of the texts.
- In engaging with pragmatic texts, students identify the purpose and intended audience of each text, examine the validity of arguments and proof, and assess the effectiveness of various forms and devices, recognizing that the medium of a communication shapes its meaning.

Discussion of texts may prompt students to generate their own texts in response, for often the best way to learn about a form is to imitate it. Greater awareness of the forms and techniques writers and producers use increases students' skill in reading critically, enhances their enjoyment and appreciation of texts, and adds to the repertoire of forms and techniques they use in their own work.



Grade 8

Senior 1

Prior Knowledge



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

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

Comprehension Strategies



- 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 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

Textual Cues



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

- 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

Cueing Systems



- 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]

- 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.



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

- Prior Knowledge (2.1.1)**
- examine connections between personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]
- Comprehension Strategies (2.1.2)**
- use and adjust comprehension strategies to monitor understanding and develop interpretations of a variety of texts
- Textual Cues (2.1.3)**
- use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts
- Cueing Systems (2.1.4)**
- 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

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



Grade 8

Senior 1

Experience Various Texts →

- 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

- 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

Connect Self, Texts, and Culture →

- 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]

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

Appreciate the Artistry of Texts →

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

- discuss how word choice and supporting details in oral, literary, and media texts [including 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.



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 Various Texts (2.2.1)

- experience texts from a variety of genres and cultural traditions; compare various interpretations of texts

Connect Self, Texts, and Culture (2.2.2)

- respond personally and critically to ideas and values presented in a variety of Canadian and international texts

Appreciate the Artistry of Texts (2.2.3)

- 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

GENERAL LEARNING OUTCOME 2

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



	Grade 8	Senior 1
<i>Forms and Genres</i> →	<ul style="list-style-type: none">demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content	<ul style="list-style-type: none">explain preferences for particular forms and genres of oral, literary, and media texts
<i>Techniques and Elements</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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
<i>Vocabulary</i> →	<ul style="list-style-type: none">explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language	<ul style="list-style-type: none">appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon
<i>Experiment with Language</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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
<i>Create Original Texts</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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.



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

Forms and Genres (2.3.1)

- analyze how various forms and genres are used for particular audiences and purposes

Techniques and Elements (2.3.2)

- examine how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes

Vocabulary (2.3.3)

- demonstrate understanding of how vocabulary and idiom affect meaning and impact; use appropriate vocabulary when discussing and creating texts

Experiment with Language (2.3.4)

- experiment with language, visuals, and sounds to convey intended meaning and impact

Create Original Texts (2.3.5)

- create original texts to communicate ideas and enhance understanding of forms and techniques

Senior 4

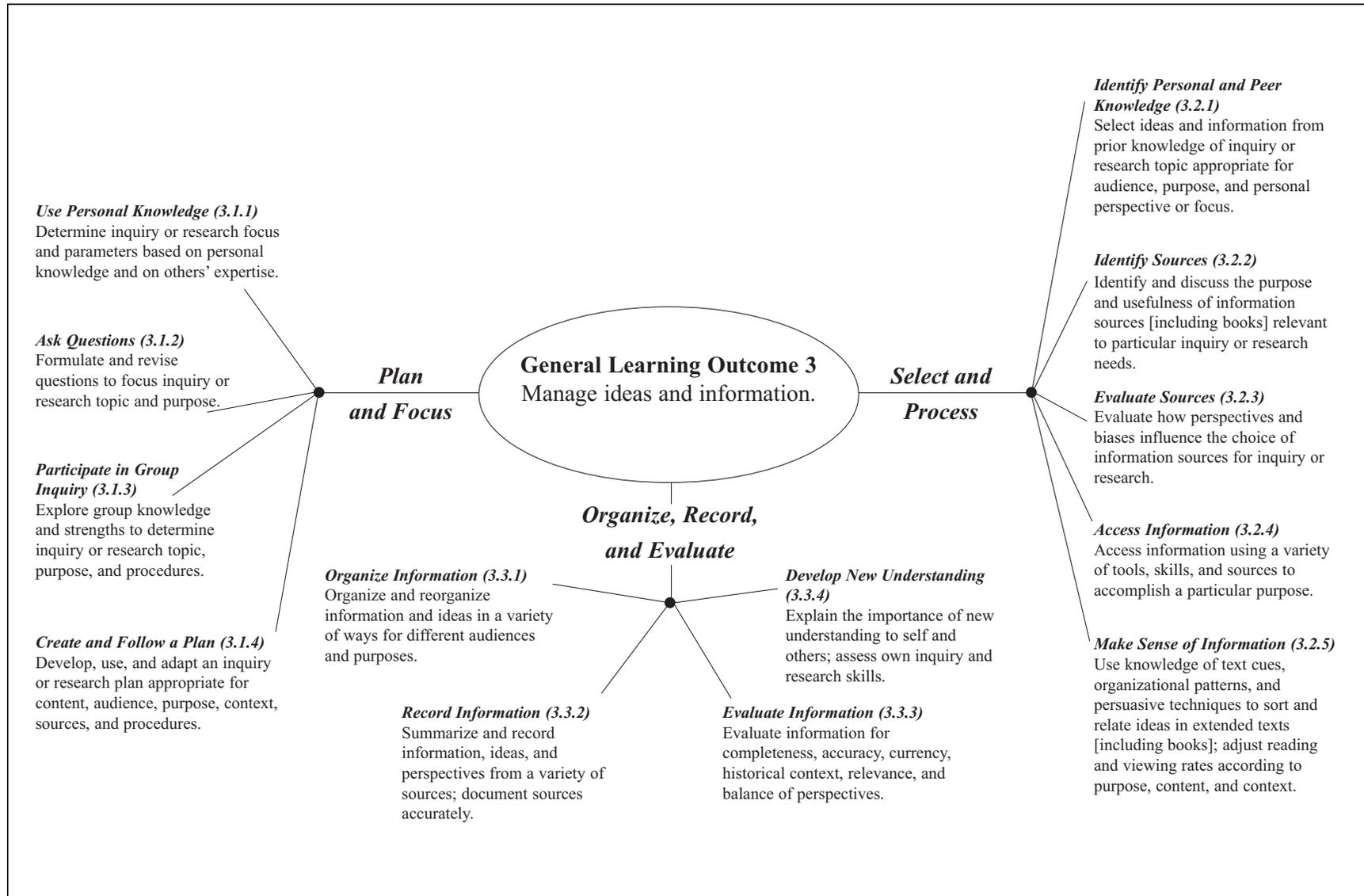
- evaluate the effect of forms and genres on content and purpose
- analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes
- analyze the impact of vocabulary and idiom in texts; identify how word choice and idiom vary 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

GENERAL LEARNING OUTCOME 2

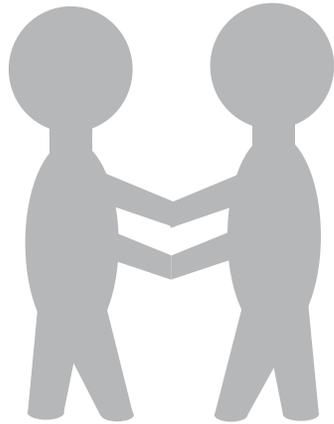
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.



Senior 3 English Language Arts: Comprehensive Focus Map of General Learning Outcome 3



General Learning Outcome 3



Comprehensive Focus

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

General Learning Outcome 3 is an elaboration of the inquiry process that underlies much of students' work in the Comprehensive Focus. Inquiry projects equip students for the ongoing personal learning that will enrich their lives, and for the demands of an increasingly technological and information-based society. Through inquiry, students learn, practise, and refine their

- *knowledge:* of school and community information sources, of the topics they choose to explore, and of the conventions and forms they use to share their findings
- *skills and strategies:* in collecting, assessing, and organizing information and in sharing it with particular audiences
- *attitudes and habits of mind:* such as curiosity, initiative, independence, organization, collaboration, and promptness

Inquiry is prompted by curiosity and guided by questions. Students in the Comprehensive Focus use inquiry in responding to and learning about texts, for listening, reading, and viewing often provoke questions that the texts themselves cannot answer.

Through inquiry, students also discover and explore topics that become the catalyst for their own writing and production. They collect information that allows them to speak, write, or represent with greater authority. Sources such as books, interviews, oral histories, and film libraries enable students to represent situations and settings outside their experience, stimulating the imagination and allowing for a more nuanced exploration of a topic. Students also use inquiry to explore alternative forms and techniques.

In inquiry projects, students

- learn to determine the information needs of each audience
- develop questions that will be an effective base for inquiry
- survey their personal knowledge and the resources available to them, and determine the most likely sources of needed information
- learn to use a wide range of primary and secondary sources
- appraise and select information for its credibility, relevance, completeness, and suitability to a particular audience
- work individually or collaboratively to develop and implement inquiry plans and time lines
- select the most effective medium and format for presenting new material to a particular audience, exploring and experimenting with a range of oral, print, visual, interactive, and multimedia forms

In attaining the specific learning outcomes of General Learning Outcome 3, students develop knowledge, skills and strategies, and attitudes and habits that enable them to learn independently and function efficiently in their private and public lives.



3.1 Plan and Focus

Senior 3 English Language Arts: Comprehensive Focus

	Grade 8	Senior 1
<i>Use Personal Knowledge</i> →	<ul style="list-style-type: none">determine personal knowledge of a topic to generate possible areas of inquiry or research	<ul style="list-style-type: none">determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
<i>Ask Questions</i> →	<ul style="list-style-type: none">formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information	<ul style="list-style-type: none">develop focused questions to establish a purpose for reading, listening, and viewing information sources
<i>Participate in Group Inquiry</i> →	<ul style="list-style-type: none">contribute ideas, knowledge, and strategies to help identify group information needs and sources	<ul style="list-style-type: none">generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic
<i>Create and Follow a Plan</i> →	<ul style="list-style-type: none">prepare and use a plan to access, gather, and record in own words relevant information	<ul style="list-style-type: none">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.



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

Use Personal Knowledge (3.1.1)

- determine inquiry or research focus and parameters based on personal knowledge and on others' expertise

Ask Questions (3.1.2)

- formulate and revise questions to focus inquiry or research topic and purpose

Participate in Group Inquiry (3.1.3)

- explore group knowledge and strengths to determine inquiry or research topic, purpose, and procedures

Create and Follow a Plan (3.1.4)

- 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

GENERAL LEARNING OUTCOME 3

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



Grade 8

Senior 1

Identify Personal and Peer Knowledge →

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

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

Identify Sources →

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

- 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 Sources →

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

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

Access Information →

- 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]

- 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]

Make Sense of Information →

- 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

- 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.



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

Identify Personal and Peer Knowledge (3.2.1)

- select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus

Identify Sources (3.2.2)

- identify and discuss the purpose and usefulness of information sources [including books] relevant to particular inquiry or research needs

Evaluate Sources (3.2.3)

- evaluate how perspectives and biases influence the choice of information sources for inquiry or research

Access Information (3.2.4)

- access information using a variety of tools, skills, and sources [such as books, electronic networks, libraries, oral histories...] to accomplish a particular purpose

Make Sense of Information (3.2.5)

- 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

GENERAL LEARNING OUTCOME 3

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



	Grade 8	Senior 1
<i>Organize Information</i> →	<ul style="list-style-type: none">• organize information and ideas in order of priority according to topic and task requirements	<ul style="list-style-type: none">• organize information and ideas by developing and selecting appropriate categories and organizational structures
<i>Record Information</i> →	<ul style="list-style-type: none">• make notes in point form, summarizing major ideas and supporting details; reference sources	<ul style="list-style-type: none">• summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources
<i>Evaluate Information</i> →	<ul style="list-style-type: none">• set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes	<ul style="list-style-type: none">• 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
<i>Develop New Understanding</i> →	<ul style="list-style-type: none">• incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information	<ul style="list-style-type: none">• 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.



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 Information (3.3.1)

- organize and reorganize information and ideas in a variety of ways for different audiences and purposes

Record Information (3.3.2)

- summarize and record information, ideas, and perspectives from a variety of sources; document sources accurately

Evaluate Information (3.3.3)

- evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives

Develop New Understanding (3.3.4)

- explain the importance of new understanding to self and others; assess own inquiry and research skills

Senior 4

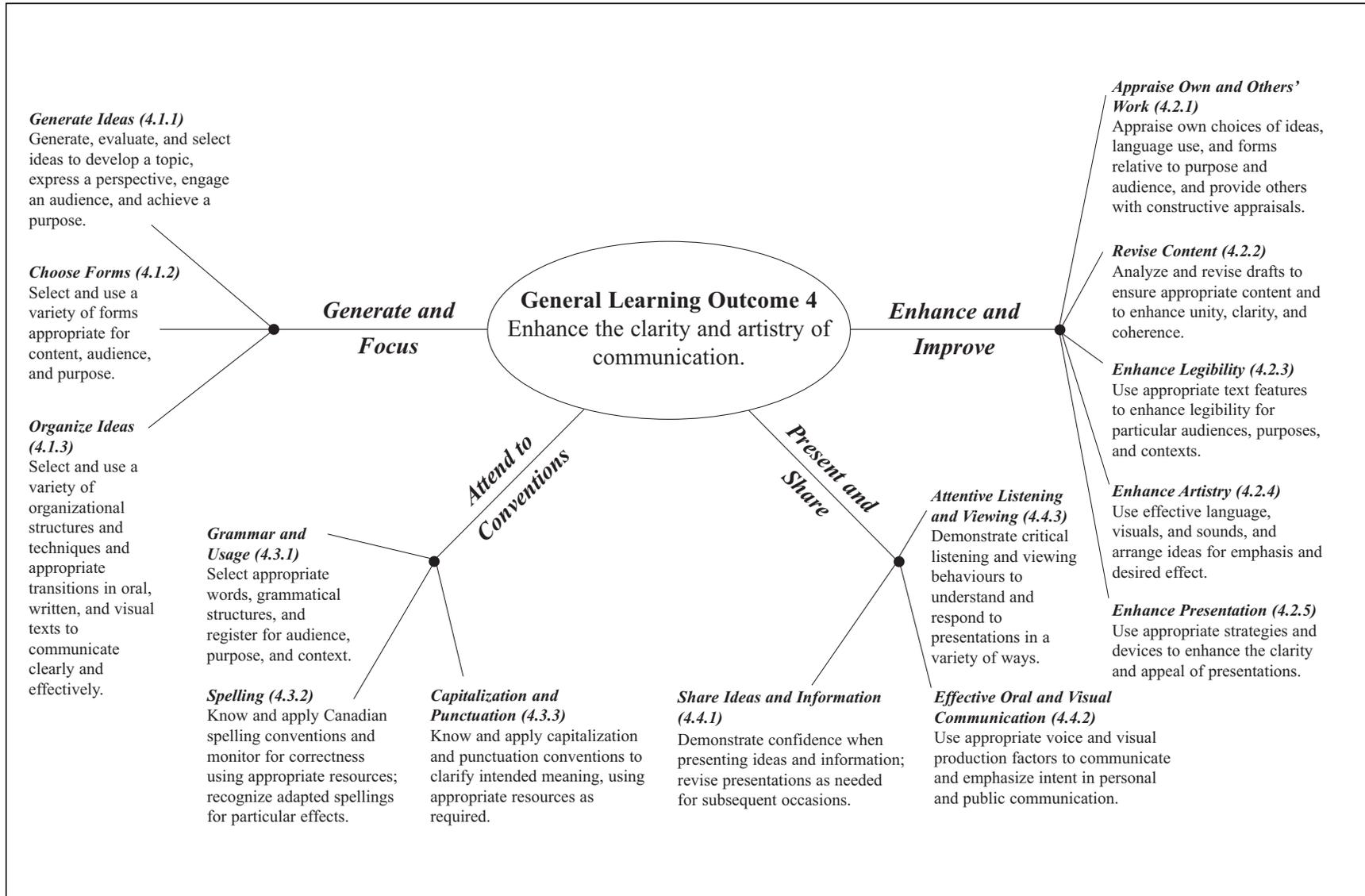
- organize and reorganize information and ideas to clarify thinking and to achieve desired effect
- synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately
- evaluate information for completeness, accuracy, currency, historical context, relevance, 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

GENERAL LEARNING OUTCOME 3

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



Senior 3 English Language Arts: Comprehensive Focus
Map of General Learning Outcome 4



General Learning Outcome 4



Comprehensive Focus

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

In attaining the specific learning outcomes of General Learning Outcome 4, students in the Comprehensive Focus produce a wide range of texts to

- share ideas, information, and points of view
- satisfy their creative impulses
- respond to texts they have heard, read, or viewed
- engage, entertain, influence, or move an audience

Approximately half the texts students produce in the Comprehensive Focus are aesthetic, appealing primarily to the imagination, senses, and emotions. The other half accomplishes pragmatic purposes for specific audiences. General Learning Outcome 4 traces the processes by which students generate and focus their ideas, work with others in enhancing and clarifying their oral, written, and visual products, and share what they have created.

The processes students use in generating texts may differ according to the purposes of the texts:

- In creating aesthetic texts, students may generate early drafts as a means of discovering and exploring ideas or forms.
- In generating texts with pragmatic purposes, students begin with explicit purposes and audiences, whose requirements shape all aspects of the texts (i.e., content, form, medium, organizational structure, voice, language register, and diction).

Students learn a wide range of techniques; some of these typify aesthetic texts and others characterize pragmatic communication. They learn to communicate simply and directly through explicit explanation and description, as well as through indirect means such as inference, understatement, tone, and juxtaposition of words or images. They learn to exploit aesthetic properties of language such as rhythm, sound, and shape both for aesthetic and pragmatic purposes, selecting language and techniques that are most effective and most appropriate for their purpose and audience.

The Comprehensive Focus introduces students to a wide range of forms and media and gives them opportunities to experiment with and select the forms and media that best express their intent and suit their purpose. Through exploring and studying a variety of texts, students learn about the structures, strategies, and techniques that allow them to express their vision in powerful ways. They use a variety of media and interactive forms, manipulating visual elements and sound for emphasis and appeal.

In the Comprehensive Focus, students learn strategies and processes for crafting and revision to ensure that every element in a work contributes to its effect:

- As partners and collaborators, they seek and assess feedback on the effect of various techniques and on the success of their communication in accomplishing its purpose.
- As formal audience, they play an important role in allowing each student to experience the satisfaction of informing, persuading, moving, and entertaining others through language.



4.1 *Generate and Focus*

Senior 3 English Language Arts: Comprehensive Focus

Grade 8

Senior 1

Generate Ideas

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

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

Choose Forms

- 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

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

Organize Ideas

- 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

- 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.



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 Ideas (4.1.1)

- generate, evaluate, and select ideas to develop a topic, express a perspective, engage an audience, and achieve a purpose

Choose Forms (4.1.2)

- select and use a variety of forms appropriate for content, audience, and purpose

Organize Ideas (4.1.3)

- select and use a variety of organizational structures and techniques and appropriate transitions in oral, written, and visual texts to communicate clearly and effectively

Senior 4

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

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



Grade 8

Senior 1

Appraise Own and Others' Work →

- 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

- 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

Revise Content →

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

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

Enhance Legibility →

- 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...]

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

Enhance Artistry →

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

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

Enhance Presentation →

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

- 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.



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 and Others' Work (4.2.1)

- appraise own choices of ideas, language use, and forms relative to purpose and audience, and provide others with constructive appraisals

Revise Content (4.2.2)

- analyze and revise drafts to ensure appropriate content and to enhance unity, clarity, and coherence

Enhance Legibility (4.2.3)

- use appropriate text features to enhance legibility for particular audiences, purposes, and contexts

Enhance Artistry (4.2.4)

- use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect

Enhance Presentation (4.2.5)

- 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

GENERAL LEARNING OUTCOME 4

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



4.3 *Attend to Conventions*

Senior 3 English Language Arts: Comprehensive Focus

Grade 8

Senior 1

Grammar and Usage →

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

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

Spelling →

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

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

Capitalization and Punctuation →

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



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

Grammar and Usage (4.3.1)

- select appropriate words, grammatical structures, and register for audience, purpose, and context

Spelling (4.3.2)

- know and apply Canadian spelling conventions and monitor for correctness using appropriate resources; recognize adapted spellings for particular effects

Capitalization and Punctuation (4.3.3)

- 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

GENERAL LEARNING OUTCOME 4

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



Grade 8

Senior 1

Share Ideas and Information →

- 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...]

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

Effective Oral and Visual Communication →

- 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

- 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

Attentive Listening and Viewing →

- 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)

- 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.



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

Share Ideas and Information (4.4.1)

- demonstrate confidence when presenting ideas and information; revise presentations as needed for subsequent occasions

Effective Oral and Visual Communication (4.4.2)

- use appropriate voice and visual production factors to communicate and emphasize intent in personal and public communication

Attentive Listening and Viewing (4.4.3)

- 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

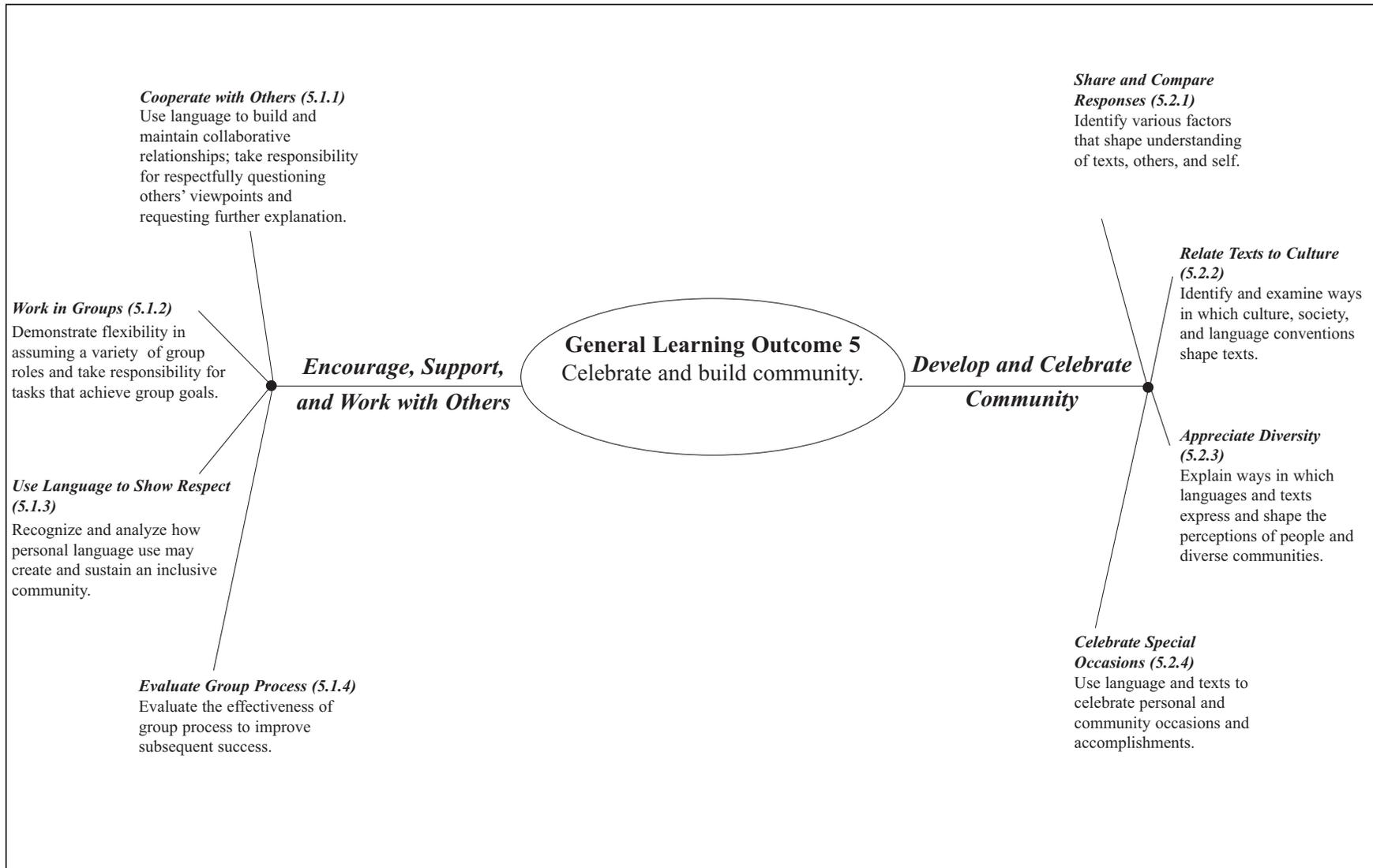
- demonstrate confidence and flexibility in meeting audience needs when presenting ideas and information; adjust presentation plan and pace according to purpose, topic, and audience feedback
- select and adjust appropriate voice and visual production factors that take into account audience knowledge, 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

GENERAL LEARNING OUTCOME 4

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



Senior 3 English Language Arts: Comprehensive Focus Map of General Learning Outcome 5



General Learning Outcome 5



Comprehensive Focus

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

Upon entering the Comprehensive Focus, students become part of a community that is fundamental to their learning. As members of this community, students learn to appreciate and respect the diverse ways in which individuals respond to texts. Through discussing the texts they listen to, read, and view, students contribute to the understanding of others and deepen their own understanding. The interaction that is the basis of classroom experiences not only enhances student learning, but also prepares them for the roles they will play in other communities throughout their lives.

The classroom community plays an important role in recognizing accomplishments and celebrating learning through events such as public hearings, publications, book fairs, oral presentations, expositions, broadcasts, and public viewings. The classroom is the base community from which students prepare to share their work with wider audiences. Interacting with others who listen to, read, and view their work helps students become aware of the factors they need to consider in communicating effectively. Students take responsibility for inviting feedback to their work through various groupings and partnerships, and for collaborating in revising and editing. Learning to articulate response and criticism in respectful and encouraging language and learning to receive and reflect on the feedback of others is essential to students' growth.

Students in the Comprehensive Focus discover that almost all texts involve collaboration at some stage. Some texts, such as dramas, magazines, or videos, are collaborative ventures from the outset. Students may also explore the creative possibilities of collaborating in creating a single text (as co-authors of a film script, for example). In other cases, students may work individually in the initial stages of a project, but will eventually seek the support of peers who work as editors, illustrators, video or sound technicians, or publishers. Collaboration provides students with valuable experiences in group processes and in negotiation and consensus building. It requires students to articulate their ideas more fully and so become more aware of their thinking. Students discover that they expand, enhance, and refine their individual creative vision through interaction with others. They learn to assume a variety of roles within a group and to evaluate the effectiveness of group processes.

The Comprehensive Focus promotes an awareness of the ways in which language is used in various cultural contexts to reflect and celebrate human experience. In achieving the specific learning outcomes of General Learning Outcome 5, students

- learn that language choices are governed by audience, context, and purpose and by the role of the speaker, writer, or producer
- learn to be sensitive to the many factors, including cultural considerations, that determine how others are likely to respond
- explore the part that language plays in local, national, and global events, in avoiding misunderstanding and conflicts, in broadening understanding of various perspectives, and in promoting social action
- examine the importance of language in articulating their own culture and that of other communities, and in posing the ethical questions important to their own and other ages

The Comprehensive Focus prepares students for a lifetime of responsible participation in their communities.



5.1 Encourage, Support, and Work with Others

Senior 3 English Language Arts: Comprehensive Focus

	Grade 8	Senior 1
<i>Cooperate with Others</i> →	<ul style="list-style-type: none">engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony	<ul style="list-style-type: none">recognize the importance of effective communication in working with others
<i>Work in Groups</i> →	<ul style="list-style-type: none">organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency	<ul style="list-style-type: none">plan, organize, and participate in presentations of group findings
<i>Use Language to Show Respect</i> →	<ul style="list-style-type: none">demonstrate respect for other people’s language, history, and culture	<ul style="list-style-type: none">use inclusive language and actions that support people across races, cultures, genders, ages, and abilities
<i>Evaluate Group Process</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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 build community.



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

Cooperate with Others (5.1.1)

- use language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation

Work in Groups (5.1.2)

- demonstrate flexibility in assuming a variety of group roles and take responsibility for tasks that achieve group goals

Use Language to Show Respect (5.1.3)

- recognize and analyze how personal language use may create and sustain an inclusive community

Evaluate Group Process (5.1.4)

- 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

GENERAL LEARNING OUTCOME 5

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



5.2 *Develop and Celebrate Community*

Senior 3 English Language Arts: Comprehensive Focus

	Grade 8	Senior 1
<i>Share and Compare Responses</i> →	<ul style="list-style-type: none">• express personal reactions to a variety of experiences and texts and compare them with the reactions of others	<ul style="list-style-type: none">• recognize that differing perspectives and unique reactions enrich understanding
<i>Relate Texts to Culture</i> →	<ul style="list-style-type: none">• recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history	<ul style="list-style-type: none">• explain ways in which oral, literary, and media texts reflect topics and themes in life
<i>Appreciate Diversity</i> →	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
<i>Celebrate Special Occasions</i> →	<ul style="list-style-type: none">• use appropriate language to participate in public events, occasions, or traditions	<ul style="list-style-type: none">• 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 build 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

Share and Compare Responses (5.2.1)

- identify various factors [such as experiences, age, gender, culture...] that shape understanding of texts, others, and self

Relate Texts to Culture (5.2.2)

- identify and examine ways in which culture, society, and language conventions shape texts

Appreciate Diversity (5.2.3)

- 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

Celebrate Special Occasions (5.2.4)

- 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

GENERAL LEARNING OUTCOME 5

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

Senior 3 English Language Arts: Literary Focus

Student Learning Outcomes

Introduction**Senior 3 English Language Arts: Literary Focus (30S)**

Senior 3 English Language Arts: Literary Focus (hereafter referred to as the Literary Focus) provides students with opportunities to enrich their lives and their understanding of themselves and the world through engagement with aesthetic texts. The Literary Focus emphasizes the aesthetic uses of language: language that enlightens, fosters understanding and empathy, reflects culture, expresses feelings and experience, and brings enjoyment. As listeners, readers, and viewers, students move imaginatively into the worlds created by texts and deepen their appreciation of language. As poets, fiction writers, playwrights, and actors, they explore the aesthetic properties of language to convey experience, ideas, and perspectives.

Students' engagement with texts is fundamental to the Literary Focus. The texts students explore and compose include a variety of informal and formal discourse, ranging from free-writing, conversations, friendly letters, journals, and improvised drama to scripts, poetry, short stories, novels, and videos. These texts fall along a continuum of pragmatic, expressive, and aesthetic language uses, with an emphasis on texts that accomplish aesthetic purposes—that is, texts that use language primarily to capture and represent experience, feelings, or vision and to create an imagined reality. Of the various texts students read and produce within the Literary Focus, approximately 70 percent are aesthetic and 30 percent pragmatic in purpose.

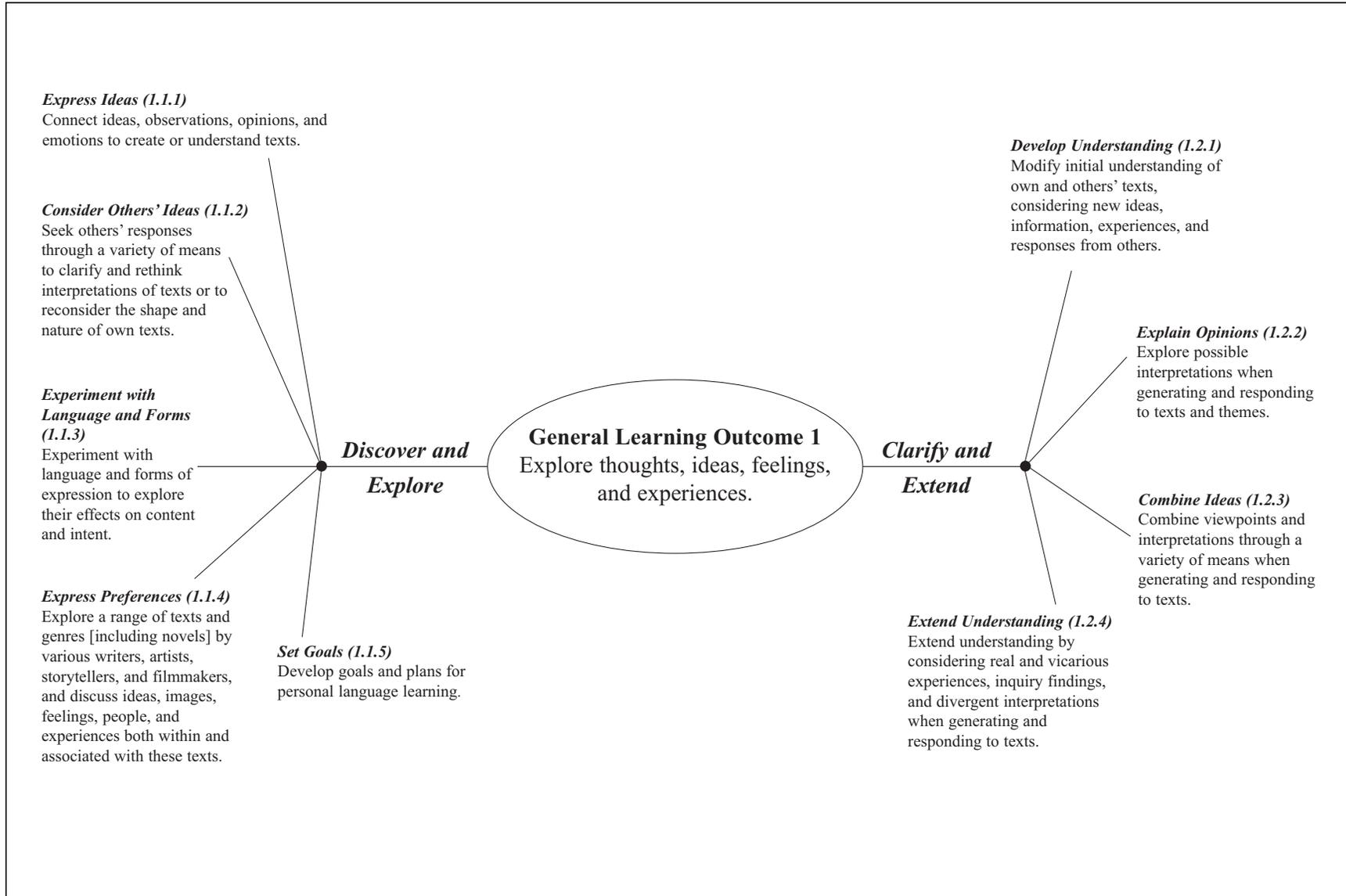
In reading, listening, and viewing for aesthetic purposes, students seek to enter an imaginative experience that illuminates and enlarges their world. Students sometimes deepen their reading of aesthetic texts by exploring related pragmatic texts. They may, for example, gather historic information related to the setting of a novel, or read criticism to explore other interpretations of an aesthetic text. Similarly, in composing texts, students function primarily as poets, playwrights, and filmmakers, rather than as scholars of literature, but they also on occasion produce pragmatic texts. They may, for example, write an allegory with the intention of shaping the attitudes or opinions of the audience, conduct an on-stage interview to explore an issue that emerged from their reading, write a review to assess a performance, or prepare advertising to publicize a drama or poetry reading.

The student learning outcomes within the Literary Focus identify the knowledge, skills and strategies, and attitudes that characterize effective aesthetic communication. Students enhance their skill in reading and appreciating a range of forms, genres, and media, and they learn the conventions of various aesthetic forms. They explore the effect of a range of voices, diction, and forms in self-expression, and they explore the creative potential of collaboration.

The student learning outcomes of the Literary Focus assert the importance of aesthetic texts both in mirroring and in shaping society. The vicarious experiences students encounter in texts enhance their empathy for others and provide them with opportunities to confront the ethical questions of their own and other cultures. The Literary Focus seeks to foster in students an engagement with language that will have a lifelong enriching effect and will contribute to the aesthetic life of communities.



Senior 3 English Language Arts: Literary Focus Map of General Learning Outcome 1



General Learning Outcome 1



Literary Focus

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

Language is essential to thought, for impressions and feelings are clarified and given shape by being expressed through language. Exploratory language, which is largely spontaneous, enables students to discover what they feel and think, what their preferences are, and, ultimately, who they are. Exploratory talk is a major learning strategy, as students make meaning of what they read, articulate their ideas and responses and compare them with those of others, and try out tentative ideas. The entire process of creating an aesthetic text may be exploratory. A poet, video artist, or novelist, for example, may create a work as a means of discovering what he or she wants to say or as a means of exploring a form he or she is interested in using.

Exploratory language is essential in expressing and deepening students' understanding of the texts they listen to, read, and view. Texts written or produced for aesthetic purposes invite diverse responses and allow for a range of interpretations. Many factors shape the meaning students make of texts: the students' prior knowledge, interests, attitudes, and experiences, the situation in which they read the texts, and the inferences they make. Much of this meaning is discovered only through exploratory talk, writing, and visual representation. Exploratory talk and writing enable students to examine why their response to a text differs from that of others, thus learning to know themselves better.

Texts created for aesthetic purposes aim to express something that has never been expressed in quite the same terms before. Texts that succeed in evoking a powerful response from an audience convey a distinctive vision, adopt an authentic voice, and use fresh and arresting language.

Because of the experimentation inherent in aesthetic texts, exploratory language is fundamental at every stage of the creative process:

- *Preparing to speak, write, or represent:* Students talk, improvise, jot, draft, and sketch, as a means of exploring memories and impressions and as a means of reflecting on things they have heard, read, and viewed to discover a catalyst for their texts.
- *Engaging with and producing texts:* Students elaborate on their ideas and explore the suitability and effect of various forms, techniques, voices, points of view, images, sounds, and words.
- *Revising:* Students invite and reflect on the responses of others to their work in order to refine their expression.

Upon entering the Literary Focus, students become part of an aesthetic community. An atmosphere that invites and supports risk taking and creative experimentation is essential. Students' understanding of the texts they listen to, read, and view will deepen only if they are encouraged to attend to their responses and to express tentative ideas and interpretations. The stories, videos, poems, and other aesthetic texts that students produce will satisfy their creativity and exert a powerful effect on an audience only if their production involves personal and creative exploration. Exploratory language is the fibre of the classroom community, the means by which its members interact, question, grow, and contribute.



1.1 Discover and Explore

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Express Ideas →

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

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

Consider Others' Ideas →

- integrate new understanding with previous viewpoints and interpretations

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

Experiment with Language and Forms →

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

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

Express Preferences →

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

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

Set Goals →

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

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

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



Senior 2

- 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

Express Ideas (1.1.1)

- connect ideas, observations, opinions, and emotions to create or understand texts

Consider Others' Ideas (1.1.2)

- seek others' responses through a variety of means to clarify and rethink interpretations of texts or to reconsider the shape and nature of own texts

Experiment with Language and Forms (1.1.3)

- experiment with language and forms of expression to explore their effects on content and intent

Express Preferences (1.1.4)

- explore a range of texts and genres [including novels] by various writers, artists, storytellers, and filmmakers, and discuss ideas, images, feelings, people, and experiences both within and associated with these texts

Set Goals (1.1.5)

- develop goals and plans for personal language learning [such as reading new genres or authors, experimenting with various writing forms or styles, developing effective storytelling techniques...]

Senior 4

- consider a range of ideas, observations, opinions, and emotions to create or understand texts
- weigh diverse and challenging suggestions and advice to reconsider interpretations of texts or to re-examine the shape and nature of own texts
- vary language uses and forms of expression to discover their potential and limitations for creating particular effects
- explore and discuss how texts and genres [including novels] by various writers, artists, storytellers, and filmmakers contribute to discovering aspects of self and others
- develop goals and plans for future language learning related to the development of personal identity, socio-cultural expression, literary pursuits, and further learning

GENERAL LEARNING OUTCOME 1

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



1.2 Clarify and Extend

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Develop Understanding



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

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

Explain Opinions



- articulate, represent, and explain personal viewpoints clearly

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

Combine Ideas



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

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

Extend Understanding



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

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

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



1.2 Clarify and Extend

Senior 3 English Language Arts: Literary Focus

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

Develop Understanding (1.2.1)

- modify initial understanding of own and others' texts, considering new ideas, information, experiences, and responses from others

Explain Opinions (1.2.2)

- explore possible interpretations when generating and responding to texts and themes

Combine Ideas (1.2.3)

- combine viewpoints and interpretations through a variety of means [such as Think–Pair–Share, literary discussion groups on Internet...] when generating and responding to texts

Extend Understanding (1.2.4)

- extend understanding by considering real and vicarious experiences, inquiry findings, and divergent interpretations when generating and responding to texts

Senior 4

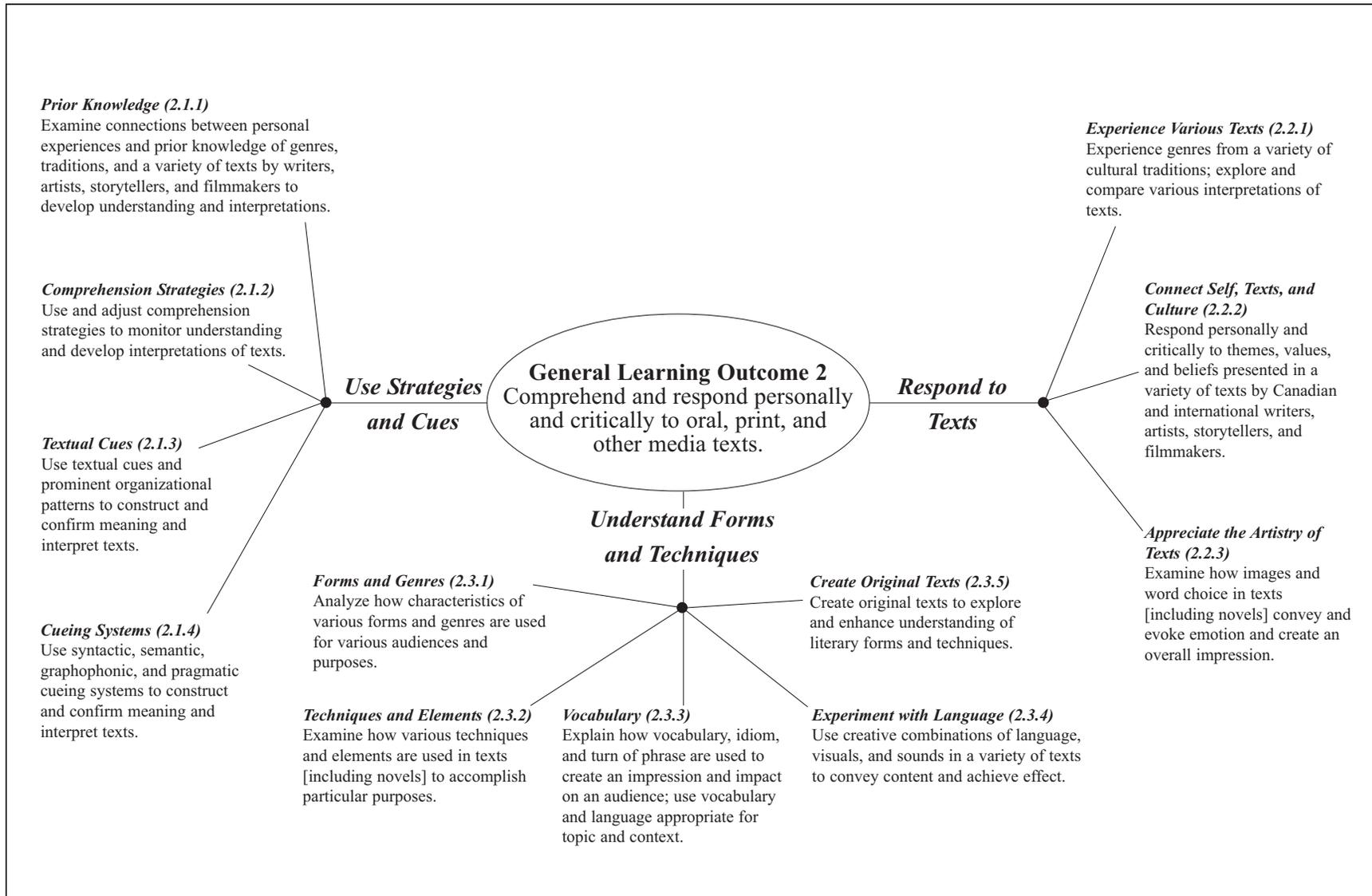
- explain how new ideas, information, experiences, and perspectives clarify interpretations of own and others' texts
- explore assumptions and premises of texts to determine personal perspectives when generating and responding to texts
- revise and recast viewpoints and interpretations through a variety of means [such as role-playing, reordering, restructuring, using alternative forms, changing setting, adding detail...] when generating and responding to texts
- explore and consider the usefulness of particular experiences, interpretations, and information when generating and responding to texts

GENERAL LEARNING OUTCOME 1

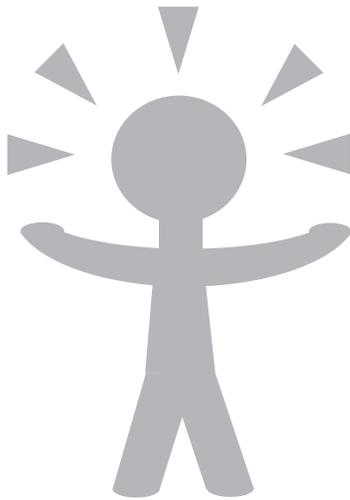
Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



Senior 3 English Language Arts: Literary Focus Map of General Learning Outcome 2



General Learning Outcome 2



Literary Focus

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

In attaining the specific learning outcomes of General Learning Outcome 2, students in the Literary Focus select and approach texts not primarily as scholars of literature, but as listeners, readers, and viewers, entering the worlds of the texts for the delight that aesthetic language brings, for the satisfaction of discovering a created world that illuminates their own, or for the stimulation of encountering alternative ways of seeing things. Engagement with texts is fundamental to meaningful listening, reading, and viewing. When they hear, read, and view with aesthetic purposes, students engage with texts first for the aesthetic pleasure the reading offers—for the personal and communal experience of entering imagined worlds—rather than for the information they will take away from the texts.

Classroom instructional and learning strategies help students to

- articulate the meaning they make of texts and questions they have about them
- identify the attitudes, experiences, and prior knowledge they bring to texts (including books) and the ways these shape the meaning they make of the texts
- seek alternative responses and interpretations and reflect on the ways their own thinking might be refined and extended through others' ideas

The strategies students learn are equally important in making meaning of texts with aesthetic and with pragmatic purposes, but these strategies may be applied differently. For example, rather than previewing headings and graphics to set cognitive purposes for reading, readers of aesthetic texts may look at visual features and opening passages and discuss their expectations, for these expectations will shape their responses. Rather than pausing to summarize content, readers engaged with aesthetic texts may pause to reflect on their affective responses and on what elements in the texts and in their experience may account for these responses, or they may pause to consider aspects of the speaker's, writer's, or producer's vision that are at odds with their previous understanding.

General Learning Outcome 2 requires students to respond personally, critically, and creatively to texts. In engaging with aesthetic texts, students ask first: Is this text interesting and enjoyable? Does it convey human experience in a way that I think is authentic or interesting? As students become more adept at engaging with texts, they enter into a mental dialogue with authors or producers, and begin to formulate further critical questions: Why has the author or producer chosen to do things this way and not another? What is it about this text that creates this emotion? All these questions may form the basis of classroom discussion about texts, and may prompt students to generate their own texts in response, for often the best way to learn about a form is to imitate it. Greater awareness of the forms and techniques speakers, writers, and producers use increases students' enjoyment and appreciation of texts and adds to the repertoire of forms and techniques they use in their own work.



Grade 8

Senior 1

Prior Knowledge



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

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

Comprehension Strategies



- 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 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

Textual Cues



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

- use textual cues [such as analogies, visual compositions, dramatic monologues...] and prominent organizational patterns [such as juxtaposition, stream-of-consciousness...] to construct and confirm meaning and interpret texts

Cueing Systems



- 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]

- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as sentence complexity, complex dialogue, allusions and symbols, etymologies, social context...] 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, literary, and media texts.



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

- Prior Knowledge (2.1.1)**
- examine connections between personal experiences and prior knowledge of genres, traditions, and a variety of texts [such as plays, poetry, novels, short stories, television programs, Internet book/film discussions...] by writers, artists, storytellers, and filmmakers to develop understanding and interpretations
- Comprehension Strategies (2.1.2)**
- use and adjust comprehension strategies [such as inferring character traits and relationships, judging the plausibility of story endings, paraphrasing poetry or film excerpts...] to monitor understanding and develop interpretations of texts
- Textual Cues (2.1.3)**
- use textual cues [such as prologues, stage directions, camera angles...] and prominent organizational patterns [such as acts and scenes, chapters, versification...] to construct and confirm meaning and interpret texts
- Cueing Systems (2.1.4)**
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as variety in sentence structure and length, words with multiple connotations, foreign derivations, prefixes and suffixes of specialized vocabulary, social context...] to construct and confirm meaning and interpret texts

Senior 4

- analyze connections between personal experiences and prior knowledge of genres, traditions, and a variety of texts [such as essays, novels, novellas, epic poetry, films...] by writers, artists, storytellers, and filmmakers to develop interpretations
- apply a broad repertoire of appropriate comprehension strategies [such as analyzing artistic choices, recognizing motifs and patterns, supporting interpretations with relevant reasons and textual references...] to monitor understanding and extend interpretations of texts
- use textual cues [such as analogies, visual compositions, dramatic monologues...] and prominent organizational patterns [such as juxtaposition, stream-of-consciousness...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as sentence complexity, complex dialogue, allusions and symbols, etymologies, social context...] to construct and confirm meaning and interpret texts

GENERAL LEARNING OUTCOME 2

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



Grade 8

Senior 1

Experience Various Texts →

- 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

- 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

Connect Self, Texts, and Culture →

- 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]

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

Appreciate the Artistry of Texts →

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

- discuss how word choice and supporting details in oral, literary, and media texts [including 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.



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 Various Texts (2.2.1)

- experience genres [such as storytelling, myths and legends, novels, historical dramas...] from a variety of cultural traditions; explore and compare various interpretations of texts

Connect Self, Texts, and Culture (2.2.2)

- respond personally and critically to themes, values, and beliefs presented in a variety of texts by Canadian and international writers, artists, storytellers, and filmmakers

Appreciate the Artistry of Texts (2.2.3)

- examine how images and word choice [such as visual composition, juxtaposition, hyperboles...] in texts [including novels] convey and evoke emotion and create an overall impression

Senior 4

- experience genres [such as Aboriginal literature, oral and written histories and songs, dramatic monologues, novels, international films...] from a variety of historical and cultural traditions; examine various interpretations of texts to revise or extend understanding
- respond personally and critically to perspectives and styles of a variety of texts by Canadian and international writers, artists, storytellers, and filmmakers
- analyze how languages and stylistic choices [such as word choice, images, tone, rhythm, cadence...] in texts [including novels] create an overall impression and engage audiences

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

Senior 3 English Language Arts: Literary Focus

	Grade 8	Senior 1
<i>Forms and Genres</i> →	<ul style="list-style-type: none">demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content	<ul style="list-style-type: none">explain preferences for particular forms and genres of oral, literary, and media texts
<i>Techniques and Elements</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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
<i>Vocabulary</i> →	<ul style="list-style-type: none">explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language	<ul style="list-style-type: none">appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon
<i>Experiment with Language</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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
<i>Create Original Texts</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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.



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

Forms and Genres (2.3.1)

- analyze how characteristics of various forms and genres [such as sonnets, novels, feature films, scripts...] are used for various audiences and purposes [such as to persuade, inform, entertain, create mood and theme...]

Techniques and Elements (2.3.2)

- examine how various techniques and elements [such as foreshadowing, interior dialogue, juxtaposition, hyperboles, motifs, symbols...] are used in texts [including novels] to accomplish particular purposes

Vocabulary (2.3.3)

- explain how vocabulary, idiom, and turn of phrase [such as figurative language, connotations...] are used to create an impression and impact on an audience; use vocabulary and language appropriate for topic and context

Experiment with Language (2.3.4)

- use creative combinations of language, visuals, and sounds in a variety of texts [such as photo-essays, collages, commemorative presentations...] to convey content and achieve effect

Create Original Texts (2.3.5)

- create original texts [such as poetry, scripts, short stories, storyboarding, children's books...] to explore and enhance understanding of literary forms and techniques

Senior 4

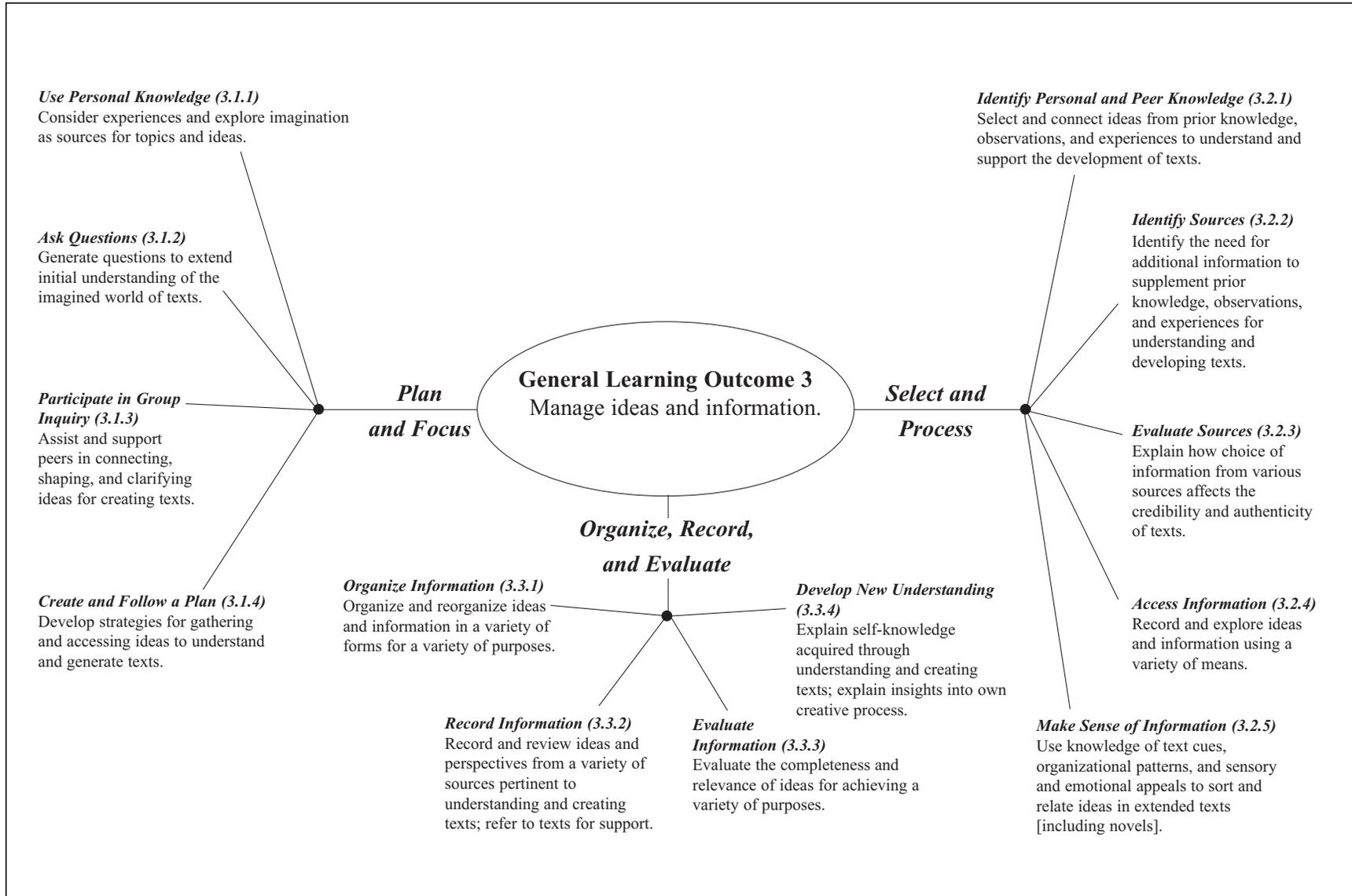
- evaluate the effect of forms and genres [such as dramatic monologues, novels, docudramas...] on content and purpose
- analyze how various techniques and elements [such as irony, understatement, paradox, allegory, camera angles, analogies, parallel structure, cadence...] are used in texts [including novels] to accomplish particular purposes and create an overall impression
- demonstrate appreciation of how vocabulary, idiom, and expression combine to communicate complex ideas and evoke emotional response; use literary language to analyze and create texts
- experiment with and use language, visuals, and sounds to articulate ideas and create a dominant impression, mood, tone, and style
- create original texts [such as sonnets, one-act plays, parodies, pastiches, photographic essays, dramatic monologues...] to explore and enhance understanding of choice of forms according to content

GENERAL LEARNING OUTCOME 2

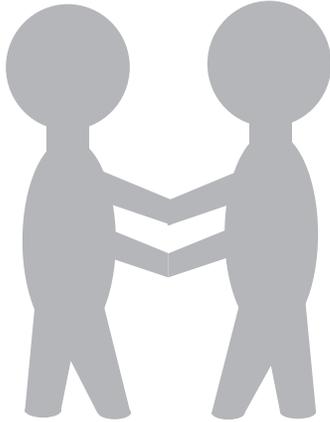
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.



Senior 3 English Language Arts: Literary Focus Map of General Learning Outcome 3



General Learning Outcome 3



Literary Focus

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

Inquiry includes knowledge, skills and strategies, and habits of mind. Students in the Literary Focus use inquiry in generating texts and in responding to and learning about texts. Through inquiry, students

- discover and explore topics that will become the catalyst for their own creative work
- collect information that allows them to speak, write, or represent with authority
- explore alternative forms and techniques
- acquire information to enhance their understanding and appreciation of the texts they hear, read, and view

Inquiry is prompted by curiosity and guided by questions: Why am I so interested in . . . ? What would it be like to experience . . . ? What social context prompted this author to write this book? How did the producer of this film accomplish this effect?

In listening to, reading, and viewing texts, students may generate questions that the texts themselves cannot answer. Inquiry in the Literary Focus may lead students to other aesthetic texts and to pragmatic texts, including

- mythology and other texts to which a book or film alludes or refers
- texts by other artists of the same period or on the same subject
- letters, memoirs, autobiography, and biography about an artist's life
- historical sources to examine the social context that prompted a work
- reviews and literary criticism to explore the ways in which different audiences have responded to a work
- sources that explain various creative techniques

Inquiry and research also allow the creators of aesthetic texts to represent situations and settings outside their experience. Whether or not the texts they are creating deal with topics outside their experience, students may want to follow the practice of many professional writers and filmmakers in collecting information prior to writing and producing. Resources such as oral histories, vertical files, and film libraries may enable students to create compelling texts that contain authentic details. Personal interviews may deepen students' insight into situations they wish to explore in their work. Students may also want to explore other texts on the subject, find and handle artifacts, and collect sensory data through visiting sites. Through dramatic improvisation and enactments, students may record dialogue and gather information on feelings, physical expressions, or gestures. Even information and artifacts that relate tangentially to students' topics may stimulate the imagination, open new avenues of thought, and allow for a more nuanced exploration of topics.



3.1 Plan and Focus

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Use Personal Knowledge

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

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

Ask Questions

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

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

Participate in Group Inquiry

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

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

Create and Follow a Plan

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

- 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 3 English Language Arts: Literary 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

- Use Personal Knowledge (3.1.1)**
- consider experiences and explore imagination as sources for topics and ideas
- Ask Questions (3.1.2)**
- generate questions to extend initial understanding of the imagined world of texts
- Participate in Group Inquiry (3.1.3)**
- assist and support peers in connecting, shaping, and clarifying ideas for creating texts
- Create and Follow a Plan (3.1.4)**
- develop strategies [such as keeping journals, revisiting fascinating places...] for gathering and accessing ideas to understand and generate texts

Senior 4

- pursue personal insights and explore alternative information sources for topics and ideas
- explore and question the imagined worlds of texts from a variety of perspectives to understand them and bring them to life
- assist and support peers in shaping and identifying topic and intent and in developing creative approaches
- develop personal preferences and strategies [such as exploring memories of experiences, recording snatches of dialogue...] for understanding and generating texts

GENERAL LEARNING OUTCOME 3

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



Grade 8

Senior 1

Identify Personal and Peer Knowledge →

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

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

Identify Sources →

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

- 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 Sources →

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

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

Access Information →

- 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]

- 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]

Make Sense of Information →

- 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

- 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.



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

Identify Personal and Peer Knowledge (3.2.1)

- select and connect ideas from prior knowledge, observations, and experiences to understand and support the development of texts

Identify Sources (3.2.2)

- identify the need for additional information to supplement prior knowledge, observations, and experiences for understanding and developing texts

Evaluate Sources (3.2.3)

- explain how choice of information from various sources affects the credibility and authenticity of texts

Access Information (3.2.4)

- record and explore ideas and information using a variety of means [such as interviewing authors, artists, and elders, observing sights and sounds, listening to others' responses...]

Make Sense of Information (3.2.5)

- use knowledge of text cues, organizational patterns [such as flashbacks, chronological order, stream-of-consciousness...], and sensory and emotional appeals [such as empathy, anecdotes, suspense, narrative hooks...] to sort and relate ideas in extended texts [including novels]

Senior 4

- select and connect ideas from prior knowledge, observations, and experiences, and evaluate their usefulness in understanding, developing, and enhancing texts
- determine the appropriateness and value of using diverse sources for understanding and developing texts
- evaluate how choice of information from various sources affects the credibility and authenticity of texts
- record and explore others' ideas and experiences using a variety of means [such as reflecting, interviewing, reading contemporary texts, collecting media clippings...]
- use knowledge of text cues, organizational patterns [such as point of view, stream-of-consciousness, play within a play...], and cognitive and emotional appeals [such as appeals generated by historical context, setting...] to extract, infer, synthesize, organize, and integrate ideas from extended texts [including novels]

GENERAL LEARNING OUTCOME 3

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



3.3 Organize, Record, and Evaluate

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Organize Information



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

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

Record Information



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

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

Evaluate Information



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

- 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

Develop New Understanding



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

- 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.



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 Information (3.3.1)

- organize and reorganize ideas and information in a variety of forms [such as poems, plays, collages...] for a variety of purposes

Record Information (3.3.2)

- record and review ideas and perspectives from a variety of sources pertinent to understanding and creating texts; refer to texts for support

Evaluate Information (3.3.3)

- evaluate the completeness and relevance of ideas for achieving a variety of purposes [such as to inform, entertain, inspire, promote social change...]

Develop New Understanding (3.3.4)

- explain self-knowledge acquired through understanding and creating texts; explain insights into own creative process

Senior 4

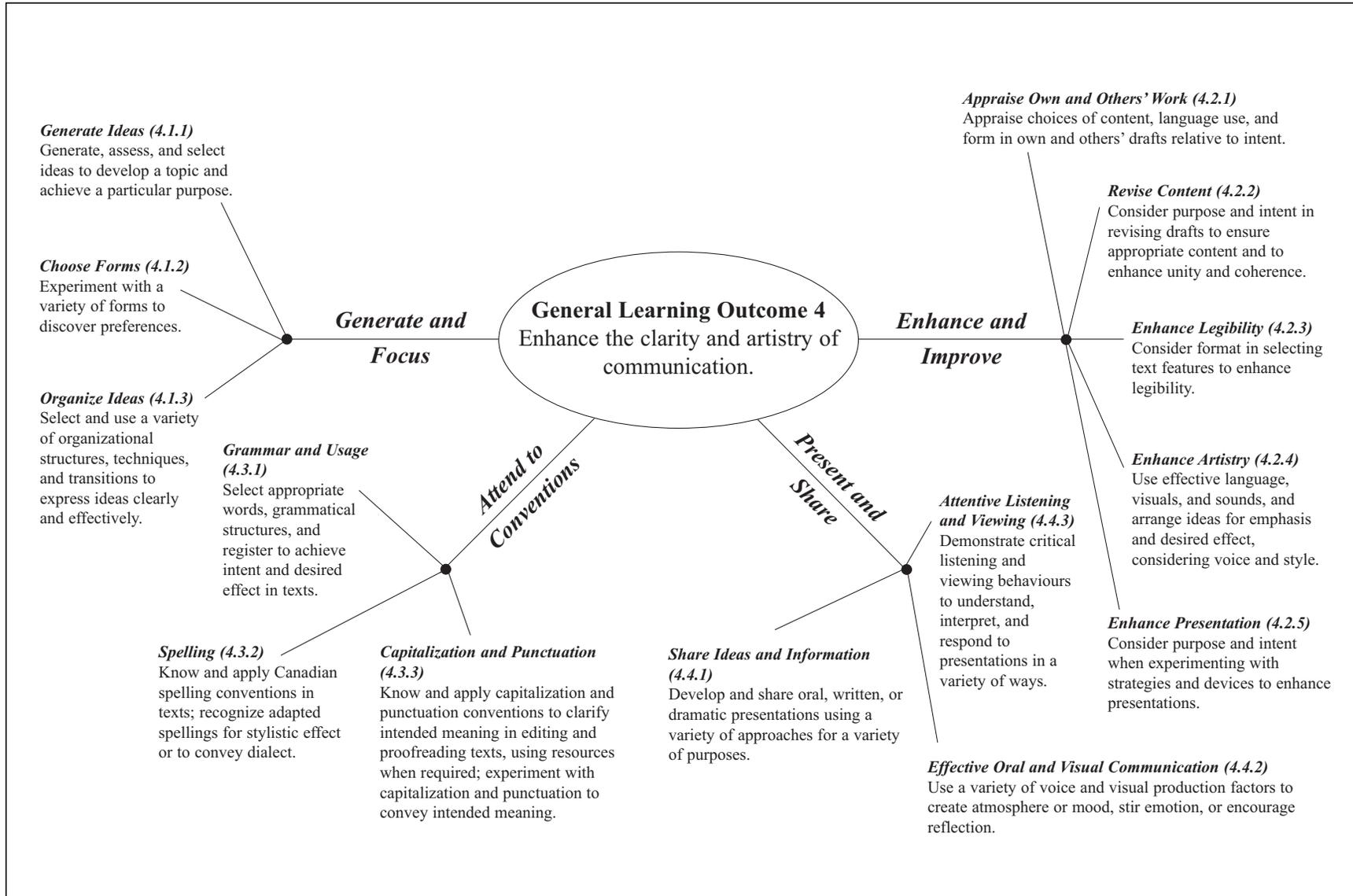
- organize and reorganize ideas to clarify own thinking and to achieve desired effect [such as to create suspense, generate enthusiasm, amuse, inspire...]
- record and synthesize observations, experiences, and responses pertinent to understanding theme, point of view, or context of texts; refer to texts for support
- evaluate the appropriateness of observations, experiences, and inquiry or research for achieving desired purposes [such as to inspire action, evoke sympathy, generate fear, surprise...]
- assess self-knowledge acquired through understanding and creating texts; assess own creative process

GENERAL LEARNING OUTCOME 3

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



Senior 3 English Language Arts: Literary Focus
Map of General Learning Outcome 4



General Learning Outcome 4



Literary Focus

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

Aesthetic texts set out primarily to appeal to the imagination, senses, and feelings, rather than to provide information. Students create aesthetic texts for a range of personal and public purposes, such as to

- satisfy their creative impulses
- explore and express ideas or feelings that are important to them
- respond to a text they have heard, read, or viewed
- engage, entertain, and move an audience
- contribute new perspectives

The Literary Focus introduces students to a wide range of forms and media for accomplishing these purposes. It gives them opportunities to experiment with and select the forms and media that best express their intent.

The processes students use in creating aesthetic texts are shaped by the nature of aesthetic language. Rather than beginning with an explicit purpose and audience, students may generate early drafts as a means of discovering and exploring an idea or form. Rather than refining texts with the aim of prompting a specific response, students learn techniques that invite a range of audience response. The skills and techniques students practise in the Literary Focus may include

- communicating through indirect means such as inference, understatement, tone, and juxtaposition of words or images
- using devices such as metaphor and symbol
- developing an idea through dialogue, drama, gesture, and concrete detail, rather than through explicit explanation and description
- exploiting aesthetic properties of language such as rhythm, sound, and shape
- experimenting with spelling, capitalization, and punctuation for stylistic effect
- using factual information to enhance their texts

While aesthetic texts are occasionally created spontaneously, the process of most effective speakers, writers, and producers entails extensive crafting and revision to ensure that every element in a work contributes to its effect. Through experiencing and studying a variety of texts, students learn about the structures, strategies, and techniques that allow them to express their vision in powerful ways.

Students in the Literary Focus play an invaluable role as audiences for each others' work:

- As partners in the creative process, they share the meaning they make of the work and provide important feedback on the effect of various techniques.
- As formal audience, they introduce student poets, playwrights, novelists, filmmakers, illustrations, actors, and storytellers to the satisfaction and excitement of entertaining and moving others through language.



4.1 *Generate and Focus*

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Generate Ideas

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

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

Choose Forms

- 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

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

Organize Ideas

- 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

- 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.



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 Ideas (4.1.1)

- generate, assess, and select ideas to develop a topic and achieve a particular purpose [such as to create empathy, commemorate a special event...]

Choose Forms (4.1.2)

- experiment with a variety of forms [such as poems, one-act plays, reflective essays, impromptu speeches...] to discover preferences

Organize Ideas (4.1.3)

- select and use a variety of organizational structures [such as point-example-conclusion, prologue and epilogue, acts and scenes...], techniques, and transitions [such as transitional paragraphs, fade-outs...] to express ideas clearly and effectively

Senior 4

- generate, assess, and select ideas to express thoughts and feelings, clarify intent, and create desired effect
- experiment with and adapt a variety of forms [such as thematic poetry anthologies, formal essays, monologues...] appropriate for content, audience, and self
- evaluate the potential impact of various organizational structures, techniques, and transitions [such as the use of a narrator, extended metaphors, refrains, flashbacks and flashforwards...] in texts to achieve specific purposes and to ensure unity and coherence

GENERAL LEARNING OUTCOME 4

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



4.2 Enhance and Improve

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Appraise Own and Others' Work →

- 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
- 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

Revise Content →

- revise to enhance meaning and effect according to audience and purpose
- review previous draft and revise to refine communication and enhance self-expression

Enhance Legibility →

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

Enhance Artistry →

- experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions
- experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry

Enhance Presentation →

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



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 and Others' Work (4.2.1)

- appraise choices of content, language use, and form in own and others' drafts relative to intent

Revise Content (4.2.2)

- consider purpose and intent in revising drafts to ensure appropriate content and to enhance unity and coherence

Enhance Legibility (4.2.3)

- consider format in selecting text features [such as illustrations, chapter headings, white space, charts and maps, music...] to enhance legibility

Enhance Artistry (4.2.4)

- use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect, considering voice and style

Enhance Presentation (4.2.5)

- consider purpose and intent when experimenting with strategies and devices [such as props, mime, visuals, sound effects, fonts, page layout...] to enhance presentations

Senior 4

- appraise and discuss the appropriateness of own and others' choices of content, form, style, and presentation relative to intent
- consider purpose and intent in analyzing and revising drafts to ensure appropriate content and language and to enhance unity and coherence
- consider format in selecting text features [such as pictures, poetic forms, dramatic script forms, stage setting, diagrams...] to enhance legibility and artistry
- use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, impression, and originality, considering voice and style
- consider purpose and intent of literary texts when selecting and using strategies and devices [such as tableaux, readers' theatre, dramatic monologues, dramatization, music, voice production factors, collages...] to enhance the power and appeal of presentations

GENERAL LEARNING OUTCOME 4

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



4.3 *Attend to Conventions*

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Grammar and Usage →

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

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

Spelling →

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

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

Capitalization and Punctuation →

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



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

Grammar and Usage (4.3.1)

- select appropriate words, grammatical structures, and register [such as descriptive, sensory words, varied and complex sentence patterns, authentic dialogue...] to achieve intent and desired effect in texts

Spelling (4.3.2)

- know and apply Canadian spelling conventions [such as “slough” to give local colour...] in texts; recognize adapted spellings for stylistic effect or to convey dialect

Capitalization and Punctuation (4.3.3)

- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts, using resources when required; experiment with capitalization and punctuation to convey intended meaning

Senior 4

- analyze and edit texts for word choice, grammatical structures, and register [such as figurative language, periodic and inverted sentences, dialect...] to achieve clarity, artistry, and intent
- know and apply Canadian spelling conventions in texts; attend to spelling conventions that achieve artistic effect [such as dialect and unique speech patterns of characters...]
- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; experiment with capitalization and punctuation to convey voice, style, and mood

GENERAL LEARNING OUTCOME 4

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



4.4 Present and Share

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Share Ideas and Information

- 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...]

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

Effective Oral and Visual Communication

- 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

- 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

Attentive Listening and Viewing

- 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)

- 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.



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

Share Ideas and Information (4.4.1)

- develop and share oral, written, or dramatic presentations using a variety of approaches [such as literary circles, readers' theatre, dramatic readings...] for a variety of purposes [such as to express thoughts and emotions, invite response, entertain...]

Effective Oral and Visual Communication (4.4.2)

- use a variety of voice and visual production factors [such as tone, pacing, volume, images, photographs...] to create atmosphere or mood, stir emotion, or encourage reflection

Attentive Listening and Viewing (4.4.3)

- demonstrate critical listening and viewing behaviours to understand, interpret, and respond to presentations in a variety of ways [such as discussing with peers, recounting personal experiences, creating alternatives, using presentations as models...]

Senior 4

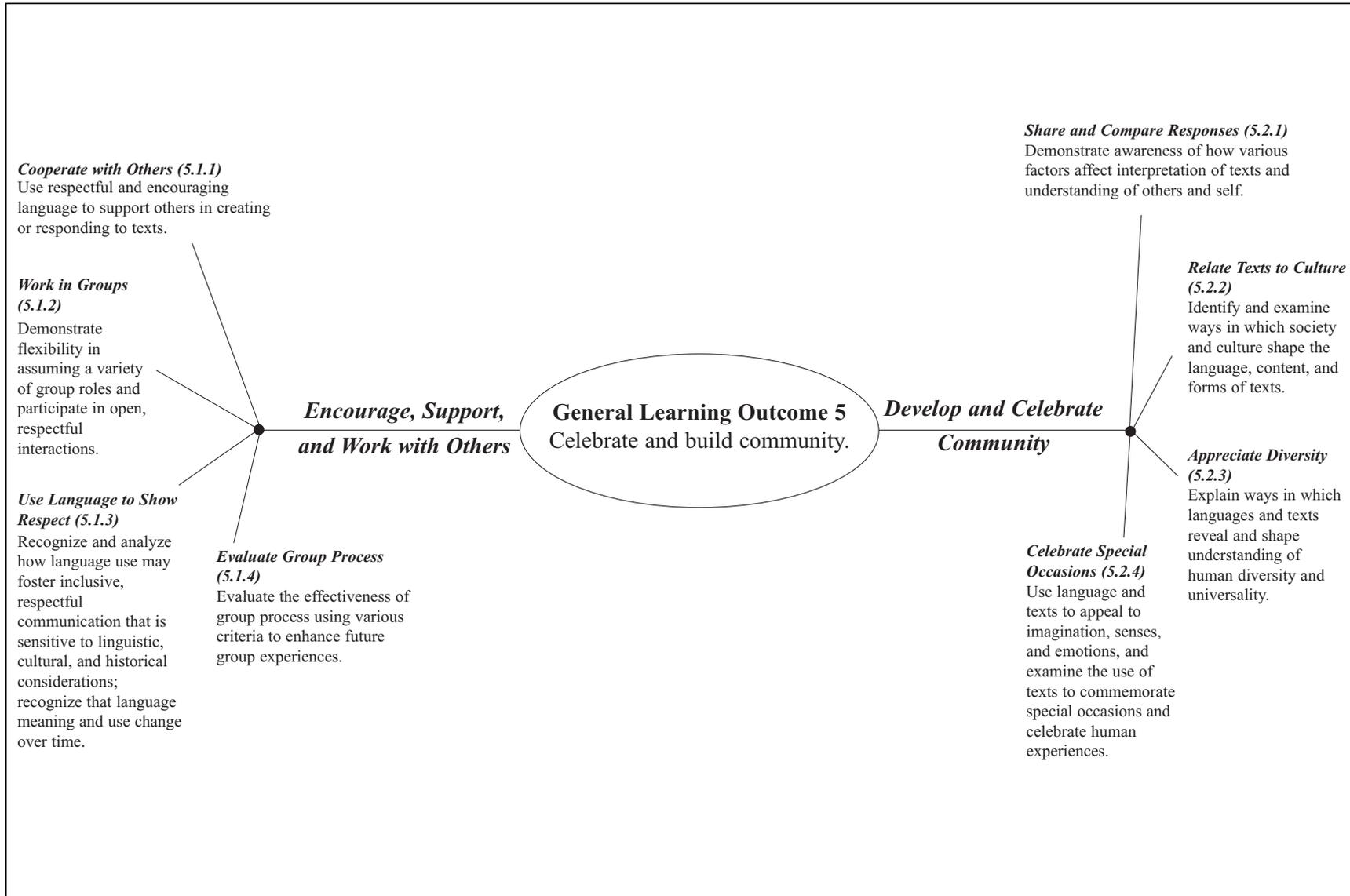
- develop personal styles and techniques to enhance oral, written, or dramatic presentations and to engage audiences
- select and adjust appropriate voice and visual production factors [such as pauses, enunciation, projection, emphasis, props, background music...] to enhance audience enjoyment, satisfaction, and understanding
- evaluate presentations for assumptions, values, and motives of writers, artists, storytellers, and filmmakers, and for the social, ethical, and cultural values portrayed

GENERAL LEARNING OUTCOME 4

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



Senior 3 English Language Arts: Literary Focus Map of General Learning Outcome 5



General Learning Outcome 5



Literary Focus

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

As members of a learning community, students in the Literary Focus learn to appreciate and respect the diverse ways in which individuals respond to texts. Through discussing the texts they listen to, read, and view, students contribute to the understanding of others, and deepen their own understanding. The classroom community also provides students with opportunities to discover how others are likely to respond to their own work. Students take responsibility for inviting feedback to their work through various groupings and partnerships and for collaborating in revising and editing. Learning to articulate response and criticism in respectful and encouraging language and learning to receive and reflect on the feedback of others is essential to students' creative growth and to their developing an individual creative vision.

Students in the Literary Focus discover that almost all aesthetic texts involve collaboration at some stage. Some texts, such as dramas, magazines, and videos, are collaborative ventures from the outset. Students may also explore the creative possibilities of collaborating in creating a single text (as co-authors of a film script, for example). In other cases, students may work individually in the initial stages of a project, but will eventually seek the support of peers who work as editors, illustrators, video or sound technicians, or publishers. Collaboration provides students with valuable experiences in group processes and in negotiation and consensus building. It requires students to articulate their ideas more fully and so become more aware of their thinking. Students discover that they expand, enhance, and refine their individual creative vision through interaction with others.

The classroom community provides students with a ready audience and with a forum for celebrating their work through dramas, book fairs, publications, exhibits, performances, and readings. The Literary Focus promotes an awareness of the ways in which language is used in various cultural contexts to reflect and celebrate human experience. Students examine the importance of language in articulating their own culture and that of other communities and in posing the ethical questions important to their own and other ages. The Literary Focus prepares students for a lifetime of active contribution to the aesthetic life of their communities.



5.1 Encourage, Support, and Work with Others

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Cooperate with Others →

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

- recognize the importance of effective communication in working with others

Work in Groups →

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

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

Use Language to Show Respect →

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

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

Evaluate Group Process →

- evaluate 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

- 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 build community.



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

Cooperate with Others (5.1.1)

- use respectful and encouraging language to support others in creating or responding to texts

Work in Groups (5.1.2)

- demonstrate flexibility in assuming a variety of group roles and participate in open, respectful interactions

Use Language to Show Respect (5.1.3)

- recognize and analyze how language use may foster inclusive, respectful communication that is sensitive to linguistic, cultural, and historical considerations; recognize that language meaning and use change over time

Evaluate Group Process (5.1.4)

- evaluate the effectiveness of group process using various criteria [such as breadth of knowledge and experience, richness of discussion, quality of created text...] to enhance future group experiences

Senior 4

- listen attentively, and contribute and encourage a variety of viewpoints to enhance others' creation of and responses to texts
- demonstrate commitment and flexibility in groups, and support and encourage risk taking to enhance individual and group creations
- recognize inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; recognize how language choice and use in literary texts reveals perspectives, attitudes, and relationships
- determine the usefulness of group process to achieve a particular goal [such as creating a text, extending personal understanding of or response to a text...]

GENERAL LEARNING OUTCOME 5

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



5.2 *Develop and Celebrate Community*

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Share and Compare Responses →

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

- recognize that differing perspectives and unique reactions enrich understanding

Relate Texts to Culture →

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

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

Appreciate Diversity →

- 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

- 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

Celebrate Special Occasions →

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

- 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 build 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

Share and Compare Responses (5.2.1)

- demonstrate awareness of how various factors [such as prior knowledge, experiences, cultural background...] affect interpretation of texts and understanding of others and self

Relate Texts to Culture (5.2.2)

- identify and examine ways in which society and culture shape the language, content, and forms of texts [such as post-modern novels, situation comedies, street theatre...]

Appreciate Diversity (5.2.3)

- explain ways in which languages and texts [such as oral stories, novels, poems, dramas, feature films...] reveal and shape understanding of human diversity and universality

Celebrate Special Occasions (5.2.4)

- use language and texts to appeal to imagination, senses, and emotions, and examine the use of texts to commemorate special occasions and celebrate human experiences

Senior 4

- evaluate diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self
- analyze ways in which cultural, societal, and historical factors shape texts and how texts influence, define, and transmit culture and embody evolving tradition
- analyze ways in which languages and texts [such as oral stories, novels, dramas, feature films...] reveal, explain, and transform the human condition
- use language and texts to develop a sense of community and understanding of the human condition, and analyze the use of language and texts to honour individuals and to mark significant occasions

GENERAL LEARNING OUTCOME 5

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

**Senior 3 English Language Arts:
Transactional Focus**

Student Learning Outcomes

Introduction**Senior 3 English Language Arts: Transactional Focus (30S)**

In Senior 3 English Language Arts: Transactional Focus (hereafter referred to as the Transactional Focus), students learn a range of knowledge, skills and strategies, and attitudes that help them function more effectively in various communities, from the classroom to the global community. The Transactional Focus emphasizes the pragmatic uses of language: language that informs, directs, persuades, plans, analyzes, argues, and explains. In attaining the learning outcomes of the Transactional Focus, students engage with and compose texts primarily for pragmatic purposes: to gain information or discern another point of view, to compare and weigh ideas, and to conduct daily transactions. The Transactional Focus addresses a variety of informal and formal discourse, ranging from notes, telephone calls, and oral discussions to reports, feature articles, formal presentations, business letters, and documentaries.

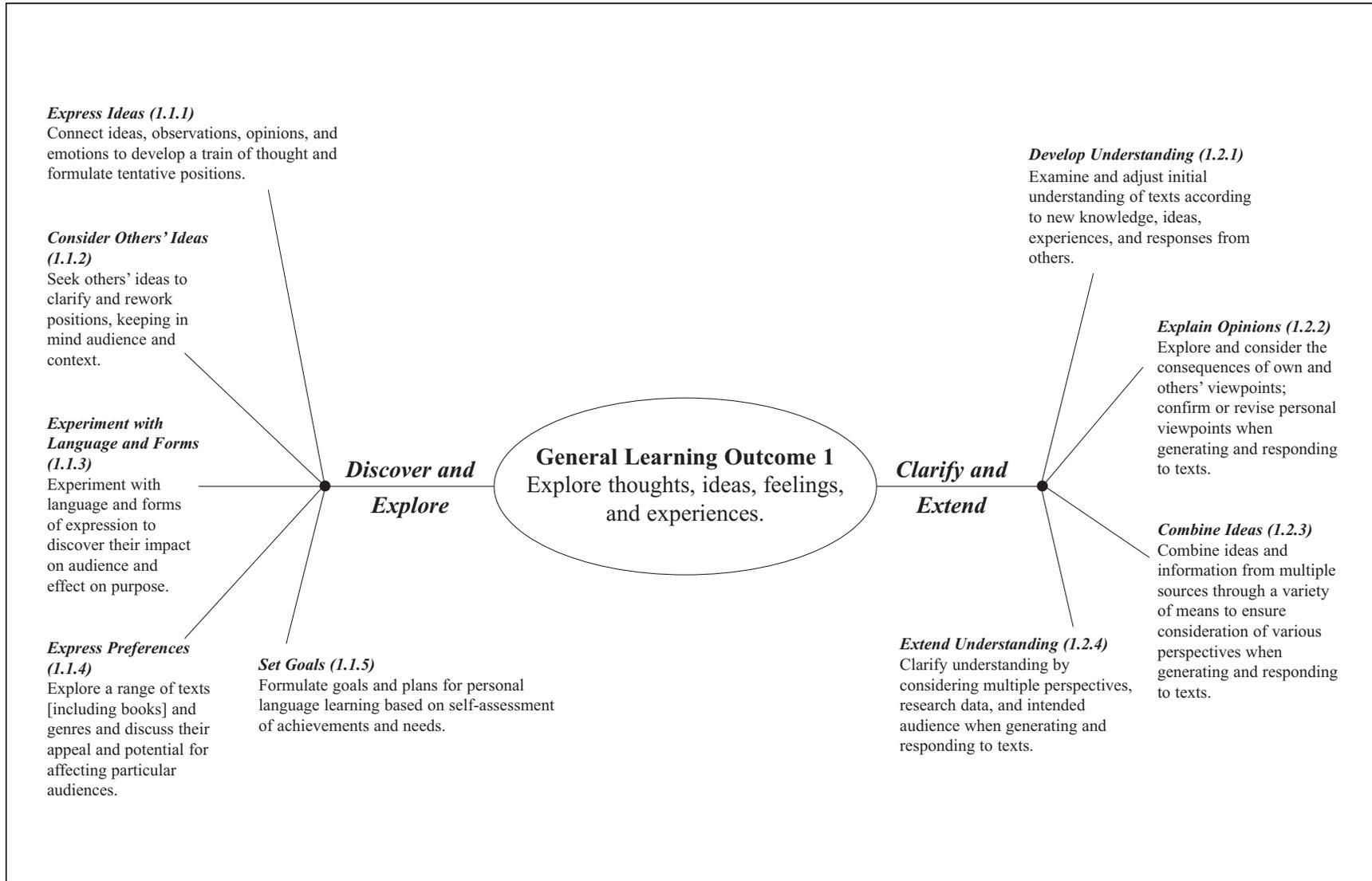
Of the various texts students read in the Transactional Focus, approximately 70 percent are pragmatic and 30 percent aesthetic in purpose. Texts for the Transactional Focus are selected on the basis of purpose, with an emphasis on texts that use language primarily to convey information or viewpoints, or to prompt an action from the audience. Some of these texts, such as non-fiction books, instructions, and handbooks, use highly pragmatic language, while others, such as documentaries, travel articles, and creative non-fiction, have pragmatic purposes but convey information or viewpoints through language that has an aesthetic effect. The texts students produce in the Transactional Focus are pragmatic in purpose; however, students may use highly aesthetic language to compose texts, such as advertisements, that accomplish pragmatic purposes.

The student learning outcomes of the Transactional Focus identify the knowledge, skills and strategies, and attitudes that characterize effective pragmatic communication. Because pragmatic communication is audience-specific, students enhance their skill in shaping communication for their audience. They learn the conventions of various pragmatic forms and the purpose and effect of these conventions. As listeners, readers, and viewers, they examine the effect of various language techniques and learn to assess information for accuracy, logic, and relevance. As speakers, writers, and representers, they learn to express themselves clearly, logically, and with an intended effect and to select a tone appropriate to their purpose. Through a wide range of projects and learning activities, students learn to use and interpret a variety of oral, print, and other media texts, to manage data and information efficiently, and to plan and work collaboratively.

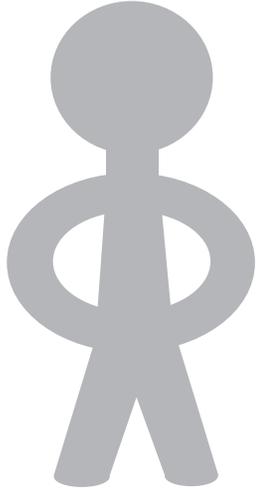
The learning outcomes of the Transactional Focus recognize that the literacy demands placed on students in a technological and information-oriented society are greater than ever before. The Transactional Focus helps students to deal with the vast array of information with which they are presented daily, and to think critically and independently in order to function as responsible citizens.



Senior 3 English Language Arts: Transactional Focus Map of General Learning Outcome 1



General Learning Outcome 1



Transactional Focus

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

Language is essential to thought, for impressions and feelings are clarified and given shape by being expressed through language. Exploratory language, which is largely spontaneous, is a major learning strategy, enabling students to discover what they think and to compare their ideas with those of others. When listening, reading, and viewing, students use exploratory language to

- explore the speaker's, author's, or producer's stance and purpose
- identify the target audience
- examine the various devices used in a text to appeal to reason and emotion
- identify their own response to the issues and ideas addressed in the text

Exploratory language is also inherent in the process of generating texts. Whether students are communicating for private or public reasons, they use exploratory language in establishing audience and purpose. Students may generate texts such as editorials or documentaries because they feel strongly about an issue and wish to influence others. Exploratory language is the means of identifying exactly what they want to say and to whom. Alternatively, they may act as spokespersons for others: to generate an advertising or public relations campaign or to write a speech or report. Students use exploratory language as a means of exploring what they are expected to communicate and what their personal and ethical limits are with respect to this communication.

Successful pragmatic texts are crafted to communicate clearly to a specific audience. Exploratory language is important at every stage of the process of generating texts:

- *Preparing to speak, write, or represent:* Students talk, improvise, jot, draft, sketch, and reflect on things they have heard, read, and viewed to decide on a direction for their texts.
- *Engaging with and producing texts:* Students explore how they can express their ideas most effectively for a particular audience, trying out various forms, structures, and devices for achieving particular purposes.
- *Revising:* Students invite and reflect on the responses of others to their work in order to ensure that their communication is clear and unambiguous.

An atmosphere that invites and supports exploration and risk taking is essential to the Transactional Focus. To produce precise and forceful texts, students experiment with various media, forms, techniques, images, sounds, and words. Through interaction with others, they learn to seek and consider alternative perspectives and to try out new positions. Exploratory language is the fibre of the classroom community, the means by which its members question, grow, and contribute.



1.1 Discover and Explore

Senior 3 English Language Arts: Transactional Focus

Grade 8

Senior 1

Express Ideas →

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

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

Consider Others' Ideas →

- integrate new understanding with previous viewpoints and interpretations

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

Experiment with Language and Forms →

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

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

Express Preferences →

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

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

Set Goals →

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

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

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



Senior 2

- 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

Express Ideas (1.1.1)

- connect ideas, observations, opinions, and emotions to develop a train of thought and formulate tentative positions

Consider Others' Ideas (1.1.2)

- seek others' ideas to clarify and rework positions, keeping in mind audience and context

Experiment with Language and Forms (1.1.3)

- experiment with language and forms of expression to discover their impact on audience and effect on purpose

Express Preferences (1.1.4)

- explore a range of texts [including books] and genres and discuss their appeal and potential for affecting particular audiences

Set Goals (1.1.5)

- formulate goals and plans for personal language learning [such as using visuals, making effective presentation, enhancing clarity of design...] based on self-assessment of achievements and needs

Senior 4

- consider the relative merits of a range of ideas, observations, opinions, and emotions to reformulate or strengthen tentative positions
- assess diverse, challenging information and questions and alternative perspectives to clarify own ideas and positions
- vary language uses and forms of expression to discover their impact on audience and effect on purpose
- investigate how various topics, texts [including books], and authors influence decisions, perspectives, goals, and life pursuits
- formulate goals and plans to direct language learning related to daily life, citizenship, employment, and further learning

GENERAL LEARNING OUTCOME 1

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



1.2 Clarify and Extend

Senior 3 English Language Arts: Transactional Focus

	Grade 8	Senior 1
<i>Develop Understanding</i> →	<ul style="list-style-type: none">• discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding	<ul style="list-style-type: none">• reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge
<i>Explain Opinions</i> →	<ul style="list-style-type: none">• articulate, represent, and explain personal viewpoints clearly	<ul style="list-style-type: none">• review and refine personal viewpoints through reflection, feedback, and self-assessment
<i>Combine Ideas</i> →	<ul style="list-style-type: none">• structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding	<ul style="list-style-type: none">• structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world
<i>Extend Understanding</i> →	<ul style="list-style-type: none">• reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity	<ul style="list-style-type: none">• consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding

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



Senior 2

- 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

Develop Understanding (1.2.1)

- examine and adjust initial understanding of texts according to new knowledge, ideas, experiences, and responses from others

Explain Opinions (1.2.2)

- explore and consider the consequences of own and others' viewpoints; confirm or revise personal viewpoints when generating and responding to texts

Combine Ideas (1.2.3)

- combine ideas and information from multiple sources through a variety of means [such as pro-con charts, alternative Internet search engines, comparison tables...] to ensure consideration of various perspectives when generating and responding to texts

Extend Understanding (1.2.4)

- clarify understanding by considering multiple perspectives, research data, and intended audience when generating and responding to texts

Senior 4

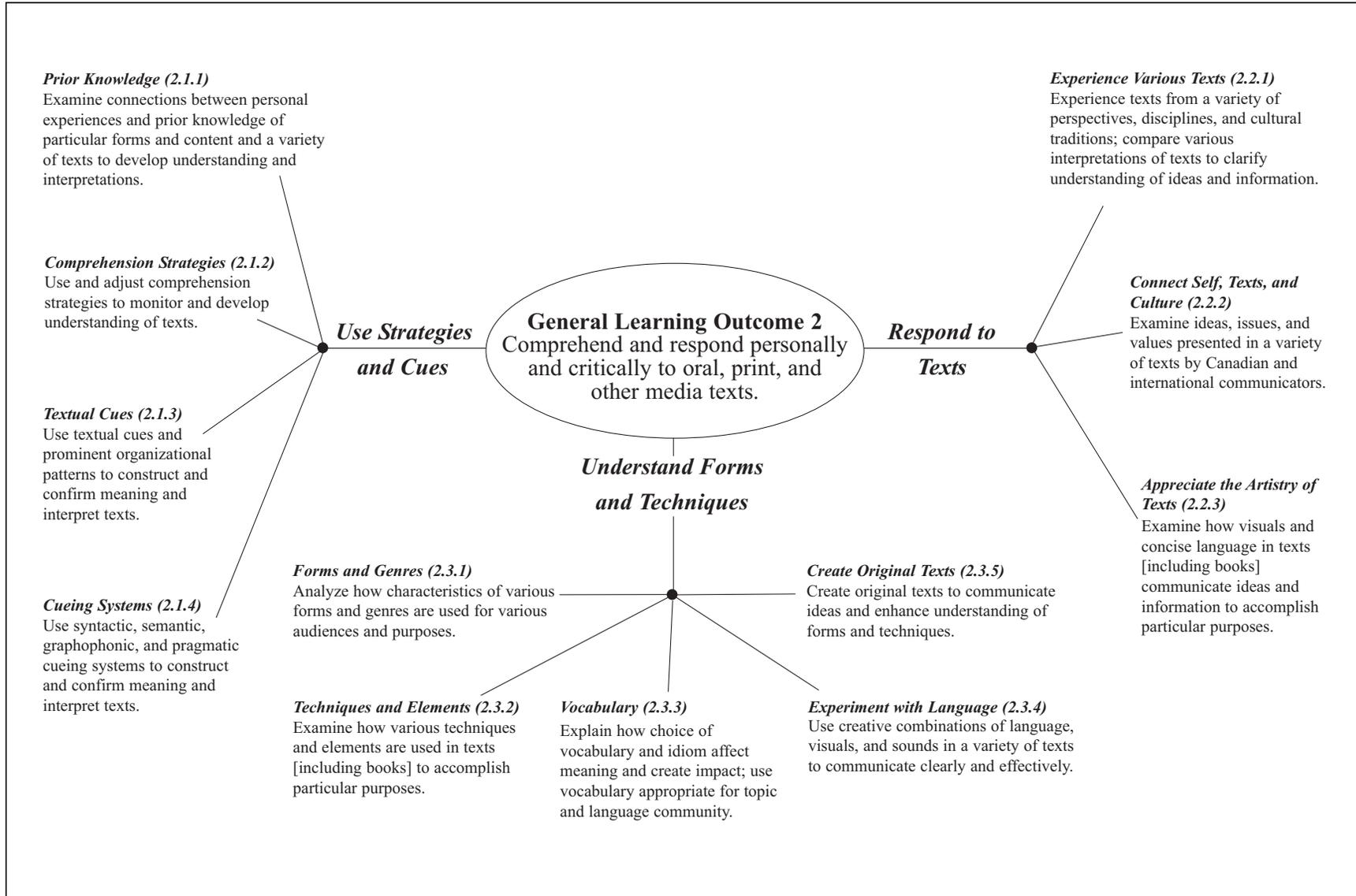
- explain how new knowledge, ideas, experiences, and perspectives reshape understanding of own and others' texts
- explore multiple viewpoints on an issue or topic and identify aspects for further investigation; evaluate implications of differing perspectives when generating and responding to texts
- consider ideas and information from multiple sources to identify their relative importance when generating and responding to texts; anticipate audience responses through a variety of means [such as rating scales, flow charts...]
- extend understanding by considering multiple perspectives, research data, and audience diversity [such as culture, age, gender...] when generating and responding to texts

GENERAL LEARNING OUTCOME 1

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



Senior 3 English Language Arts: Transactional Focus Map of General Learning Outcome 2



General Learning Outcome 2



Transactional Focus

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

In attaining the specific learning outcomes of General Learning Outcome 2, students in the Transactional Focus approach texts principally for pragmatic purposes, for the information they take away from the texts. When students come to texts with a pragmatic stance, their listening, reading, and viewing may be seen as problem-solving activities. The pragmatic use of language may narrow the range of possible responses and interpretations more than the aesthetic use of language; however, in working with pragmatic texts, students continue to engage in a process of making meaning.

Classroom instructional and learning strategies help students to

- articulate the meaning they make of texts
- identify the attitudes, experiences, and prior knowledge they bring to texts (including books), and the ways these shape the meaning they make of texts
- seek alternative readings and interpretations, and reflect on the ways their own thinking might be refined and extended through others' ideas

Students' skill in listening to, reading, and viewing pragmatic texts is fundamental to their success in all other academic areas and to their ability to operate effectively in society. The Transactional Focus reviews and reinforces a range of strategies for scanning, skimming, and in-depth reading of pragmatic texts, including graphics, print, and other media. By Senior 3, students have a high degree of metacognition and are able to select and adjust listening, reading, and viewing strategies according to the type of text, their own degree of prior knowledge on the topic, and their task.

As listeners, readers, and viewers, students in the Transactional Focus develop skills and strategies in

- identifying the purpose and intended audience of texts
- assessing the clarity of exposition, the logic of arguments, the validity of proof, and the power of persuasive devices
- assessing the effectiveness of various forms and devices
- recognizing the ways in which forms, genres, and techniques are determined by purpose and audience
- comparing the language used in various texts and other media on the same topic
- recognizing that the medium of a communication shapes its meaning

Greater awareness of the forms and techniques writers and producers use increases students' skill in reading critically and adds to the repertoire of forms and techniques they use in their own work.



Grade 8

Senior 1

Prior Knowledge →

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

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

Comprehension Strategies →

- 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 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

Textual Cues →

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

- 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

Cueing Systems →

- 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]

- 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.



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

- Prior Knowledge (2.1.1)**
- examine connections between personal experiences and prior knowledge of particular forms and content and a variety of texts [such as books, research reports, interviews, articles...] to develop understanding and interpretations
- Comprehension Strategies (2.1.2)**
- use and adjust comprehension strategies [such as skimming to preview texts, varying and adjusting reading and viewing rates to accomplish purpose, paraphrasing and summarizing, remembering pertinent information...] to monitor and develop understanding of texts
- Textual Cues (2.1.3)**
- use textual cues [such as visual images, sound tracks, structured overviews, headings and subheadings, summaries...] and prominent organizational patterns [such as generalizations, examples...] to construct and confirm meaning and interpret texts
- Cueing Systems (2.1.4)**
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as subject-verb-object sequences and qualifiers, prefixes and suffixes of technical vocabulary, acronyms, social context...] to construct and confirm meaning and interpret texts

Senior 4

- analyze connections between personal experiences and prior knowledge of particular forms and content and a variety of texts [such as demonstrations, books, technical reports, editorials, multimedia presentations...] to develop interpretations and perspectives
- apply a broad repertoire of appropriate comprehension strategies [such as following inductive and deductive arguments, detecting biases or logical fallacies, assessing plausibility, paraphrasing arguments...] to monitor and develop understanding of texts
- use textual cues [such as colour, debate rebuttals, news story formats...] and prominent organizational patterns [such as proposition and support, hierarchical structures, data matrices...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as transitional sentences, specialized symbols and codes, social context...] to construct and confirm meaning and interpret texts

GENERAL LEARNING OUTCOME 2

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



Grade 8

Senior 1

Experience Various Texts →

- 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

- 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

Connect Self, Texts, and Culture →

- 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]

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

Appreciate the Artistry of Texts →

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

- discuss how word choice and supporting details in oral, literary, and media texts [including 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.



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 Various Texts (2.2.1)

- experience texts [such as traditional knowledge, ethnic/arts/community newspapers, books, docudramas...] from a variety of perspectives, disciplines, and cultural traditions; compare various interpretations of texts to clarify understanding of ideas and information

Connect Self, Texts, and Culture (2.2.2)

- examine ideas, issues, and values presented in a variety of texts by Canadian and international communicators [such as writers, photo-journalists, commentators...]

Appreciate the Artistry of Texts (2.2.3)

- examine how visuals and concise language [such as choice of fonts, short and medium sentences, precise nouns, active voice, tables, graphs...] in texts [including books] communicate ideas and information to accomplish particular purposes

Senior 4

- experience texts [such as debates, oral and written historical accounts, books, editorials...] from a variety of perspectives, disciplines, and cultural traditions; analyze various interpretations of texts to revise or confirm understanding of ideas and information
- analyze and critique perspectives and styles of a variety of texts by Canadian and international communicators [such as editors, television producers, lecturers...]
- analyze how language and stylistic choices [such as word choice, graphics, sounds, non-verbal cues...] in texts [including books] communicate intended meaning and create effect

GENERAL LEARNING OUTCOME 2

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



	Grade 8	Senior 1
<i>Forms and Genres</i> →	<ul style="list-style-type: none">demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content	<ul style="list-style-type: none">explain preferences for particular forms and genres of oral, literary, and media texts
<i>Techniques and Elements</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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
<i>Vocabulary</i> →	<ul style="list-style-type: none">explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language	<ul style="list-style-type: none">appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon
<i>Experiment with Language</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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
<i>Create Original Texts</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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.



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

Forms and Genres (2.3.1)

- analyze how characteristics of various forms and genres [such as biographies, editorials, non-fiction books, television commercials, print advertisements, instructional manuals, proposals...] are used for various audiences and purposes [such as to advise, persuade, inform, entertain, create mood...]

Techniques and Elements (2.3.2)

- examine how various techniques and elements [such as exaggeration, illustrations, flashbacks, comparisons and contrasts, sound tracks, charts and graphs, highlighting, formatting...] are used in texts [including books] to accomplish particular purposes

Vocabulary (2.3.3)

- explain how choice of vocabulary and idiom [such as media and advertising jargon, technical language...] affect meaning and create impact; use vocabulary appropriate for topic and language community

Experiment with Language (2.3.4)

- use creative combinations of language, visuals, and sounds in a variety of texts [such as advertising visuals and logos, graphs and charts in reports...] to communicate clearly and effectively

Create Original Texts (2.3.5)

- create original texts [such as speeches, news stories, computer graphics, video essays, e-zines, brochures, advertisements...] to communicate ideas and enhance understanding of forms and techniques

Senior 4

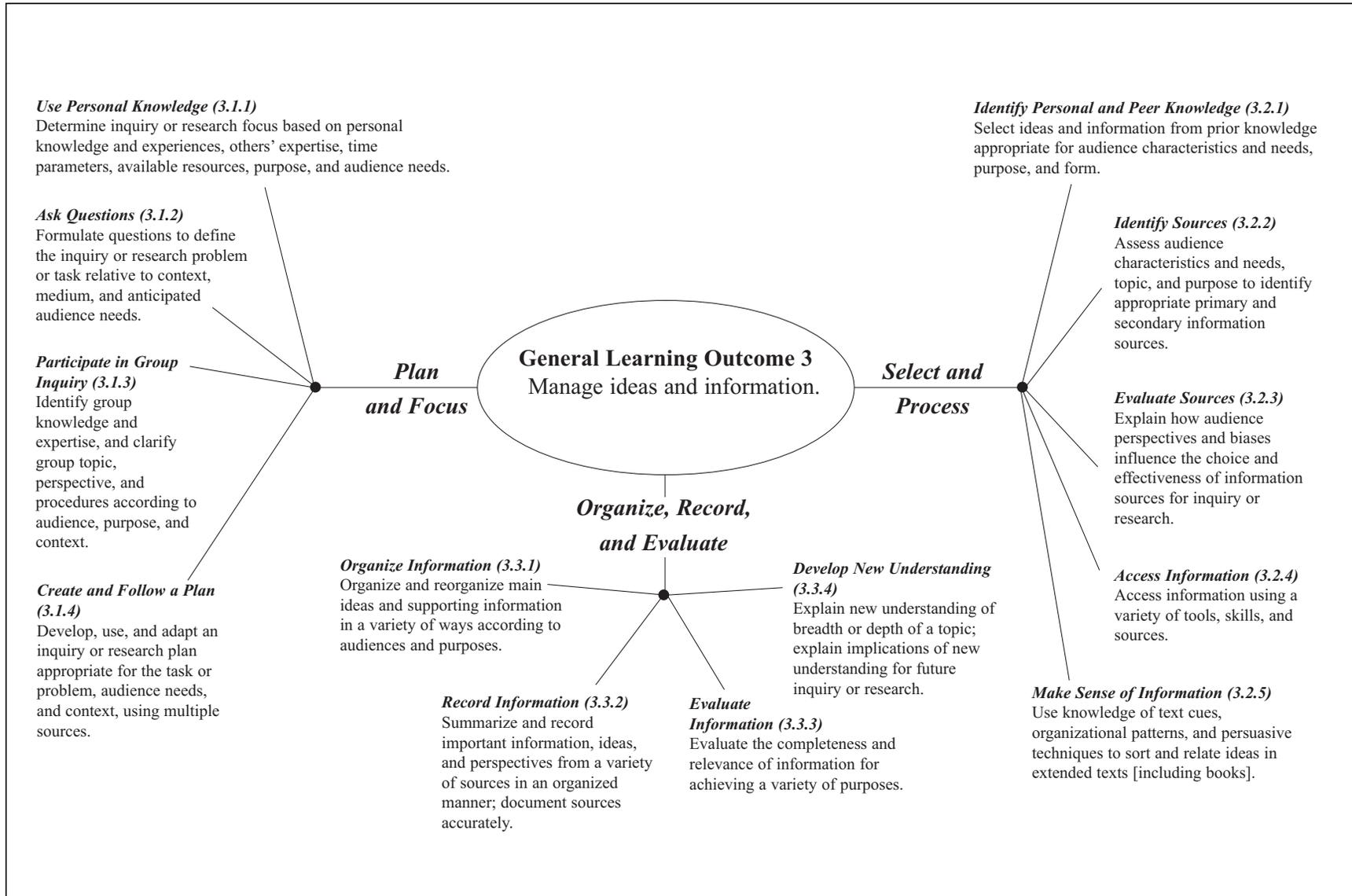
- evaluate the effect of forms and genres [such as formal research reports, lectures, non-fiction books, news magazines, billboard campaigns...] on content and purpose [such as to explain, promote action...]
- analyze how various techniques and elements [such as summaries, jolts, camera angles, voice-over narration, bulleted lists, concise headings...] are used in texts [including books] to accomplish particular purposes
- examine how language and vocabulary [such as acronyms, technical terminology, professional terms and jargon...] are used to convey meaning in particular language communities; adjust use of vocabulary and idiom according to topic and context
- experiment with and use language, visuals, and sounds according to audience, purpose, form, and context
- create original texts [such as technical manuals, instructional booklets, multimedia presentations, travelogues, documentaries, newscasts...] to communicate ideas and enhance understanding of forms and techniques

GENERAL LEARNING OUTCOME 2

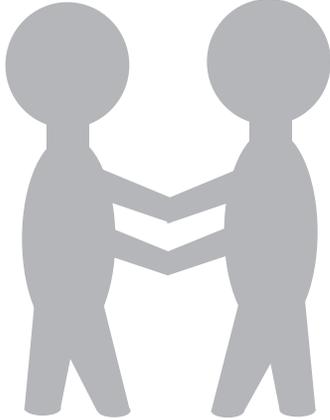
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.



Senior 3 English Language Arts: Transactional Focus Map of General Learning Outcome 3



General Learning Outcome 3



Transactional Focus

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

General Learning Outcome 3 is an elaboration of the inquiry process that underlies much of students' work in the Transactional Focus. Inquiry projects equip students for the ongoing personal learning that will enrich their lives and for the demands of an increasingly technological and information-based society. Through inquiry, students learn, practise, and refine their

- *knowledge*: of school and community information sources, of the topics they choose to explore, and of the conventions and forms they use to share their findings
- *skills and strategies*: in collecting, assessing, organizing, and sharing information with particular audiences
- *attitudes and habits of mind*: such as curiosity, initiative, independence, organization, collaboration, and promptness

Effective inquiry projects grow out of authentic questions students ask and out of an intention to share information with a specific audience. In the Transactional Focus, students learn to

- determine the information needs of each audience
- develop questions that will be an effective base for inquiry
- survey their personal knowledge and the resources available to them
- determine the most likely sources of needed information
- work individually or collaboratively to develop and implement inquiry plans and time lines

Community-based inquiries that require primary research provide students with invaluable experiences in interviewing and in selecting research samples, developing questions, and analyzing data from surveys and questionnaires. Students also refine their skills in accessing secondary sources such as documentaries, databases, CD-ROMs, and catalogues. Inquiry requires students to appraise and select information for its credibility, relevance, completeness, and suitability to a particular audience.

Selecting the most effective medium and format for presenting new material to a particular audience may require students to explore and experiment with a range of oral, print, visual, interactive, and multimedia forms such as brochures, charts and graphs, magazine features, videos, slide-tape presentations, workshops, briefs, editorials, handbooks, posters, public service announcements, and web sites.

In attaining the specific learning outcomes of General Learning Outcome 3, students develop knowledge, skills and strategies, and attitudes and habits that enable them to learn independently and function efficiently in their private and public lives.



3.1 Plan and Focus

Senior 3 English Language Arts: Transactional Focus

	Grade 8	Senior 1
<i>Use Personal Knowledge</i> →	<ul style="list-style-type: none">determine personal knowledge of a topic to generate possible areas of inquiry or research	<ul style="list-style-type: none">determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
<i>Ask Questions</i> →	<ul style="list-style-type: none">formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information	<ul style="list-style-type: none">develop focused questions to establish a purpose for reading, listening, and viewing information sources
<i>Participate in Group Inquiry</i> →	<ul style="list-style-type: none">contribute ideas, knowledge, and strategies to help identify group information needs and sources	<ul style="list-style-type: none">generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic
<i>Create and Follow a Plan</i> →	<ul style="list-style-type: none">prepare and use a plan to access, gather, and record in own words relevant information	<ul style="list-style-type: none">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.



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

Use Personal Knowledge (3.1.1)

- determine inquiry or research focus based on personal knowledge and experiences, others' expertise, time parameters, available resources, purpose, and audience needs

Ask Questions (3.1.2)

- formulate questions to define the inquiry or research problem or task relative to context, medium, and anticipated audience needs

Participate in Group Inquiry (3.1.3)

- identify group knowledge and expertise, and clarify group topic, perspective, and procedures according to audience, purpose, and context

Create and Follow a Plan (3.1.4)

- develop, use, and adapt an inquiry or research plan appropriate for the task or problem, audience needs, and context, using multiple sources

Senior 4

- explore breadth and depth of personal knowledge and expertise and other information sources to determine research or inquiry focus based on the problem or task and audience needs
- formulate and refine focused inquiry or research questions based on analysis of the problem or task, medium, audience needs, and intended result
- collaborate with and support group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required
- develop and follow an appropriate inquiry or research plan to satisfy the unique requirements of the task or problem, audience, and context, using multiple sources and procedures

GENERAL LEARNING OUTCOME 3

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



Grade 8

Senior 1

Identify Personal and Peer Knowledge →

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

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

Identify Sources →

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

- 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 Sources →

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

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

Access Information →

- 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]

- 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]

Make Sense of Information →

- 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

- 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.



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

Identify Personal and Peer Knowledge (3.2.1)

- select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form

Identify Sources (3.2.2)

- assess audience characteristics and needs, topic, and purpose to identify appropriate primary and secondary information sources [such as journals, reference books, surveys, reports, newspapers, periodicals...]

Evaluate Sources (3.2.3)

- explain how audience perspectives and biases influence the choice and effectiveness of information sources for inquiry or research

Access Information (3.2.4)

- access information using a variety of tools, skills, and sources [such as books, databases, CD-ROMs, manuals, textbooks...]

Make Sense of Information (3.2.5)

- use knowledge of text cues, organizational patterns [such as logical order...], and persuasive techniques [such as flattery, appeals to success, happiness, prejudice...] to sort and relate ideas in extended texts [including books]

Senior 4

- evaluate and select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form
- determine audience characteristics and needs, topic, and purpose to identify a range of primary and secondary information sources [such as transcripts, field studies, reference books, literary and film reviews, works of art...]
- evaluate factors [such as medium, ownership...] that affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research
- access information to accomplish a particular task using a variety of tools and sources [such as web sites, spreadsheets, specialized publications, books, periodical guides...]
- use knowledge of text cues, organizational patterns [such as analogies...], and cognitive and emotional appeals [such as rational appeals, innuendo...] to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]

GENERAL LEARNING OUTCOME 3

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



	Grade 8	Senior 1
<i>Organize Information</i> →	<ul style="list-style-type: none">• organize information and ideas in order of priority according to topic and task requirements	<ul style="list-style-type: none">• organize information and ideas by developing and selecting appropriate categories and organizational structures
<i>Record Information</i> →	<ul style="list-style-type: none">• make notes in point form, summarizing major ideas and supporting details; reference sources	<ul style="list-style-type: none">• summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources
<i>Evaluate Information</i> →	<ul style="list-style-type: none">• set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes	<ul style="list-style-type: none">• 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
<i>Develop New Understanding</i> →	<ul style="list-style-type: none">• incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information	<ul style="list-style-type: none">• 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.



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 Information (3.3.1)

- organize and reorganize main ideas and supporting information in a variety of ways [such as flow charts, webs, lists...] according to audiences and purposes

Record Information (3.3.2)

- summarize and record important information, ideas, and perspectives from a variety of sources in an organized manner; document sources accurately

Evaluate Information (3.3.3)

- evaluate the completeness and relevance of information for achieving a variety of purposes [such as to develop convincing arguments, provide sequential instructions, initiate action...]

Develop New Understanding (3.3.4)

- explain new understanding of breadth or depth of a topic; explain implications of new understanding for future inquiry or research

Senior 4

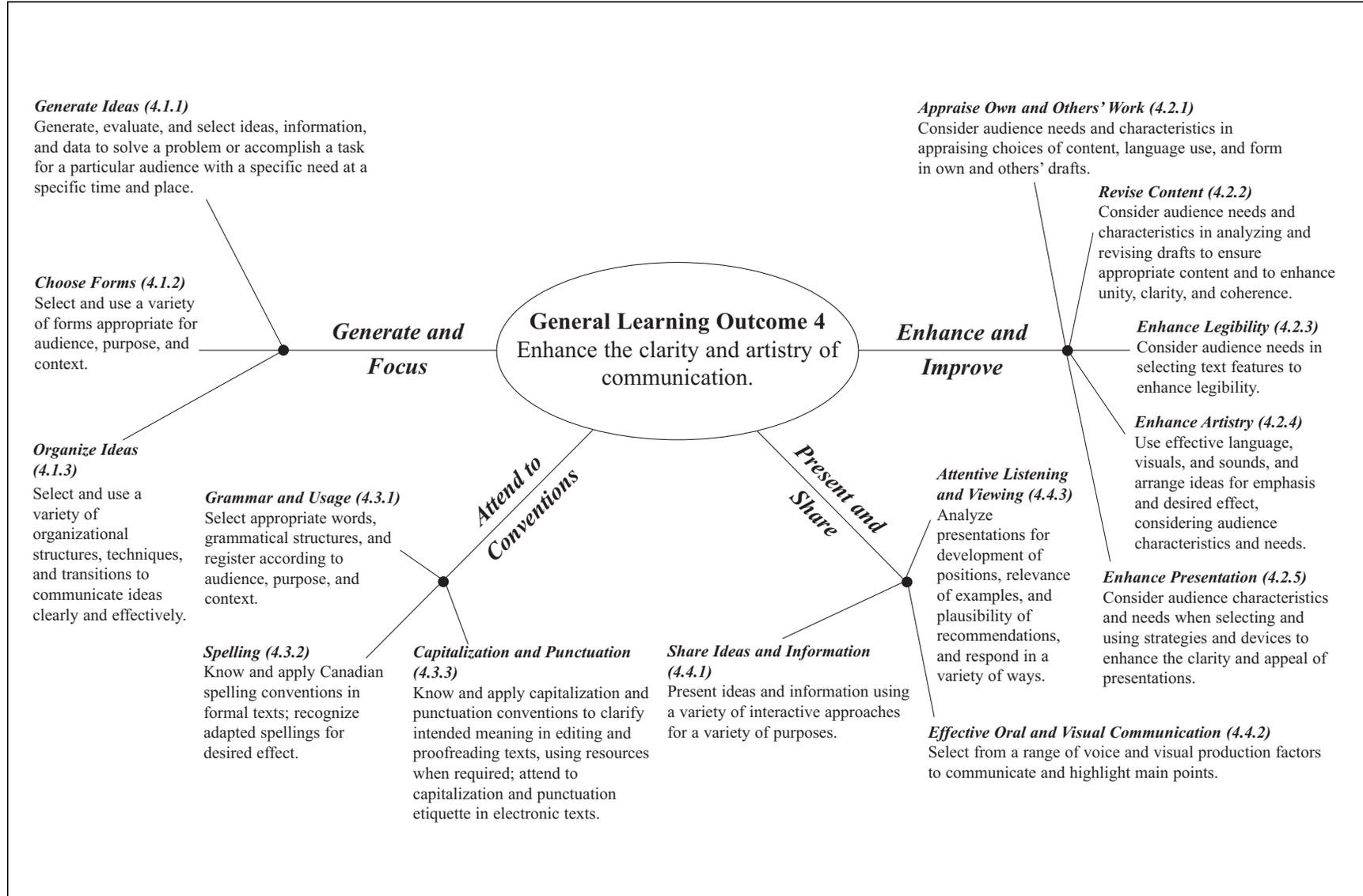
- organize and reorganize main ideas and supporting information to clarify thinking and to achieve desired action or specific response from an audience
- synthesize and record information and ideas to determine focus or perspective of message; quote from or refer to sources as required
- evaluate the appropriateness of information, taking into account the values and beliefs of particular audiences
- assess the effect of new understanding and changing context; adjust inquiry or research plans and procedures to achieve a particular purpose

GENERAL LEARNING OUTCOME 3

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



Senior 3 English Language Arts: Transactional Focus Map of General Learning Outcome 4



General Learning Outcome 4



Transactional Focus

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

The Transactional Focus provides students with opportunities to develop their skills in formal and informal communication. General Learning Outcome 4 traces the processes by which students generate and focus their ideas, work with others in enhancing and clarifying their oral, written, and visual products, and share what they have created. In the Transactional Focus, students generate texts that accomplish pragmatic purposes for specific audiences. These purposes may be private (a letter to the editor expressing a deeply held conviction, for example) or public (a brief or report written on behalf of a group). They may be narrow (to request a refund for returned merchandise) or broad (to influence public opinion).

The processes of generating texts in the Transactional Focus are shaped by the particular nature of pragmatic communication:

- Pragmatic texts are designed to accomplish particular purposes for particular audiences. The requirements of these purposes and audiences shape all aspects of the texts: content, form, medium, organizational structure, voice, language register, and diction.
- Certain pragmatic texts, such as instructions, press releases, and news articles, convey less of a student's personality than aesthetic texts convey. In pragmatic texts of this kind, students express their engagement with their topics by choosing language that is clear, direct, jargon-free, and appropriate to the purpose and audience. Students find creative ways to humanize pragmatic texts, making them more engaging to the audience, for example by using narration to support an argument.
- Aesthetic use of language may be a feature of texts that accomplish pragmatic purposes. For example, television commercials and newspaper advertisements may use evocative and deliberately ambiguous language to appeal to their target audience. Speeches and editorials may use metaphor, imagery, and stylistic devices such as repetition and cadence to stir emotion. News and sports stories use colourful, vigorous language.
- Pragmatic communication requires students to learn and follow the conventions specific to journalistic, business, technical, and other media forms.

In attaining the specific learning outcomes of General Learning Outcome 4, students

- revise and edit their work for clarity, applying the conventions of standard spelling, grammar, and sentence structure
- listen, read, and view to find models for their own work
- learn to understand and appreciate the language choices of both peers and professionals
- use a variety of media and interactive forms
- manipulate visual elements and sound for emphasis and appeal
- seek and assess feedback to determine the success of their communication in accomplishing its purpose

Through these processes, students learn to enhance the clarity and artistry of their communication.



4.1 *Generate and Focus*

Senior 3 English Language Arts: Transactional Focus

Grade 8

Senior 1

Generate Ideas →

- experiment with several ways to generate ideas and focus a topic
- use a variety of techniques to generate and select ideas for oral, written, and visual texts

Choose Forms →

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

Organize Ideas →

- 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
- 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.



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 Ideas (4.1.1)

- generate, evaluate, and select ideas, information, and data to solve a problem or accomplish a task [such as addressing a local community issue, identifying a situation that needs change, preparing a speech...] for a particular audience with a specific need at a specific time and place

Choose Forms (4.1.2)

- select and use a variety of forms [such as letters of commendation/complaint, debates, commercials, scenarios...] appropriate for audience, purpose, and context

Organize Ideas (4.1.3)

- select and use a variety of organizational structures [such as proposition and support, problem and solution, inverted pyramid...], techniques, and transitions [such as headings and subheadings, arrows in flow charts and cycles, dissolves...] to communicate ideas clearly and effectively

Senior 4

- generate, evaluate, and select ideas, information, and data to identify topic focus and parameters for a particular audience and purpose in a specific context
- adapt and use forms [such as research reports, case studies, seminars, multimedia presentations...] appropriate for audience, purpose, and context
- evaluate the potential impact of various organizational structures, techniques, and transitions [such as bulleted or numbered points, sections of newspapers, white space in layout, fonts, illustrated talk, introductions...] in texts to achieve specific purposes for particular audiences and to ensure unity and coherence

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



	Grade 8	Senior 1
<i>Appraise Own and Others' Work</i> →	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
<i>Revise Content</i> →	<ul style="list-style-type: none">• revise to enhance meaning and effect according to audience and purpose	<ul style="list-style-type: none">• review previous draft and revise to refine communication and enhance self-expression
<i>Enhance Legibility</i> →	<ul style="list-style-type: none">• 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...]	<ul style="list-style-type: none">• format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals
<i>Enhance Artistry</i> →	<ul style="list-style-type: none">• experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions	<ul style="list-style-type: none">• experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry
<i>Enhance Presentation</i> →	<ul style="list-style-type: none">• prepare compositions, reports, presentations, and inquiry or research projects using a variety of organizers [such as chapters, table of contents, headings, introduction, conclusion...]	<ul style="list-style-type: none">• 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.



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 and Others’ Work (4.2.1)

- consider audience needs and characteristics in appraising choices of content, language use, and form in own and others’ drafts

Revise Content (4.2.2)

- consider audience needs and characteristics in analyzing and revising drafts to ensure appropriate content and to enhance unity, clarity, and coherence

Enhance Legibility (4.2.3)

- consider audience needs in selecting text features [such as graphs, colour, shading, framing...] to enhance legibility

Enhance Artistry (4.2.4)

- use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect, considering audience characteristics and needs

Enhance Presentation (4.2.5)

- consider audience characteristics and needs when selecting and using strategies and devices [such as graphics, layout and design, music, visuals, fonts, placement of print...] to enhance the clarity and appeal of presentations

Senior 4

- consider audience needs and characteristics in appraising and discussing the effectiveness of own and others’ choices relative to content, form, style, and presentation
- consider audience, purpose, and context in evaluating and revising drafts to ensure appropriate content and language [such as journalistic, business, advertising, professional, technological...] and to enhance precision, unity, and coherence
- analyze audience needs in selecting text features [such as bullets, fonts, icons, tables, sounds, visuals...] to enhance legibility and artistry
- use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, impact, and originality, considering audience characteristics and needs
- consider audience characteristics and needs when selecting and using strategies and devices [such as multimedia technology, posters, computer-generated graphics, overhead transparencies, handouts...] to enhance the impact of presentations

GENERAL LEARNING OUTCOME 4

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



4.3 Attend to Conventions

Senior 3 English Language Arts: Transactional Focus

Grade 8

Senior 1

Grammar and Usage

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

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

Spelling

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

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

Capitalization and Punctuation

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



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

Grammar and Usage (4.3.1)

- select appropriate words, grammatical structures, and register [such as unambiguous words, short or medium length sentences, subject-verb-object sentences, formal language in technical communication, emotive words, catch phrases, colloquial language in advertising...] according to audience, purpose, and context

Spelling (4.3.2)

- know and apply Canadian spelling conventions [such as eliminating contractions in technical documents...] in formal texts; recognize adapted spellings [such as “congradulations”...] for desired effect

Capitalization and Punctuation (4.3.3)

- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts, using resources when required; attend to capitalization and punctuation etiquette in electronic texts [such as e-mail...]

Senior 4

- analyze and edit texts for word choice, grammatical structures, and register [such as technical vocabulary, clear coordination and subordination, conversational register...] to achieve clarity, artistry, and effectiveness
- know and apply Canadian spelling conventions in formal texts; attend to evolving spelling patterns [such as acronyms, abbreviations...]
- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attend to capitalization and punctuation conventions in specific disciplines [such as legal agreements and policies...]

GENERAL LEARNING OUTCOME 4

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



Grade 8

Senior 1

Share Ideas and Information →

- 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...]

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

Effective Oral and Visual Communication →

- 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

- 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

Attentive Listening and Viewing →

- 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)

- 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.



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

Share Ideas and Information (4.4.1)

- present ideas and information using a variety of interactive approaches [such as workshops, demonstrations, oral reports...] for a variety of purposes [such as to inform, motivate...]

Effective Oral and Visual Communication (4.4.2)

- select from a range of voice and visual production factors [such as voice modulation, gestures, graphics, headings...] to communicate and highlight main points

Attentive Listening and Viewing (4.4.3)

- analyze presentations for development of positions, relevance of examples, and plausibility of recommendations, and respond in a variety of ways [such as asking questions, identifying arguments, stating opinions...]

Senior 4

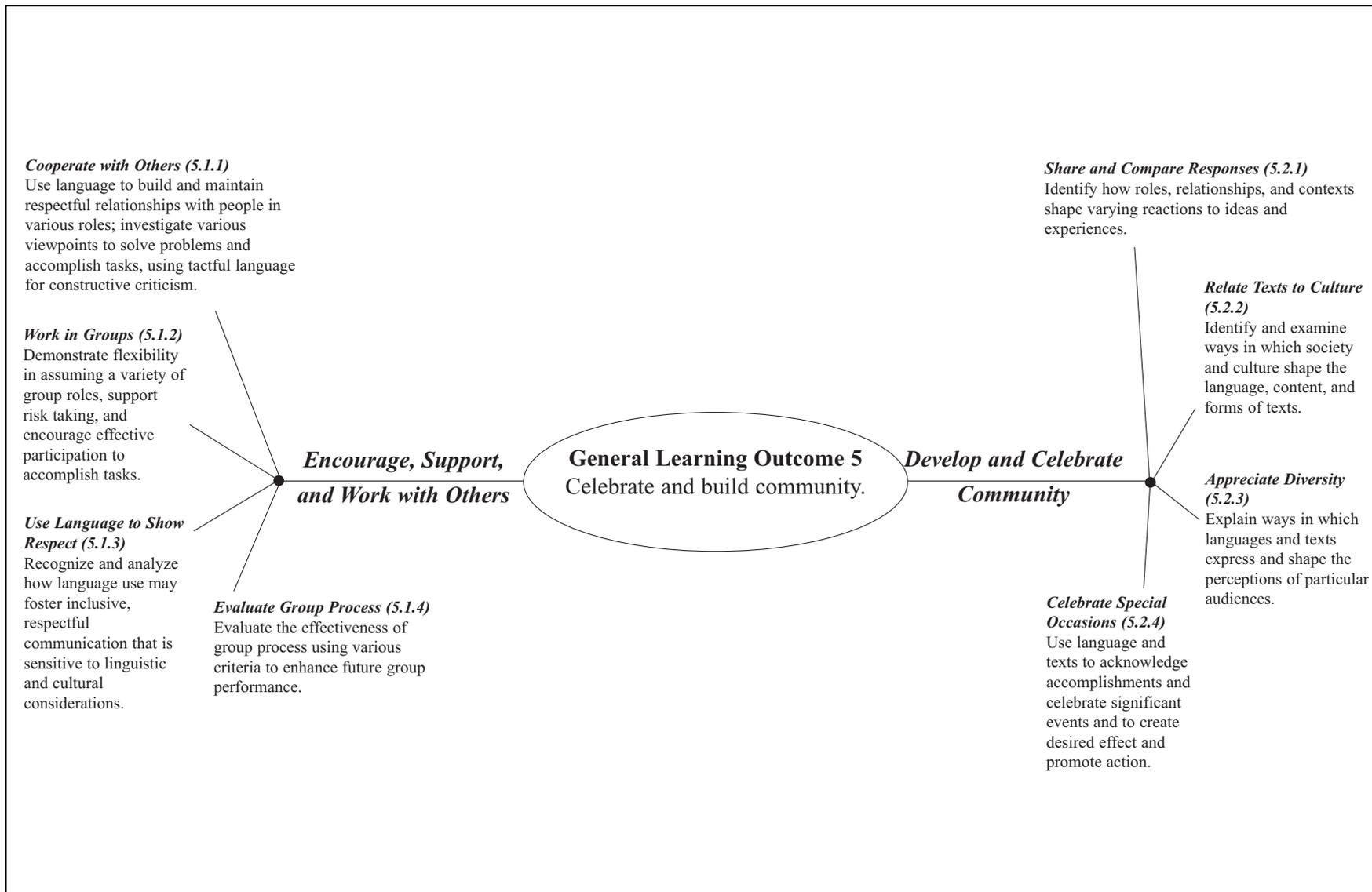
- anticipate and react to audience needs by selecting ideas and information appropriate to shifting priorities; adjust presentation plan and pace for a variety of purposes [such as to clarify, eliminate ambiguity, provide rationale...]
- select and adjust appropriate voice and visual production factors [such as repetition, figures and charts, parallelism...] to enhance audience understanding
- evaluate presentations for assumptions, values, and motives of presenters, reliability and validity of information, and potential implications and effects

GENERAL LEARNING OUTCOME 4

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



Senior 3 English Language Arts: Transactional Focus
Map of General Learning Outcome 5



General Learning Outcome 5



Transactional Focus

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

By entering the Transactional Focus, students become part of a community that is fundamental to their learning. As members of this community, students learn to appreciate and respect the diverse ways in which individuals respond to texts. Through discussing the texts they listen to, read, and view, students contribute to the understanding of others and deepen their own understanding. The interaction that is the basis of classroom experiences not only enhances student learning, but also prepares them for the roles they will play in other communities throughout their lives.

The classroom is also the base community from which students prepare to share their work with wider audiences. The classroom community provides students with an essential forum for rehearsal and feedback. Interacting with others who listen to, read, and view their work helps students become aware of the factors they need to consider in communicating effectively. Students also communicate with larger communities through presentations to other classes and schools, or to groups of seniors or parents. They may publish newsletters, brochures, and letters to the editor, and they may distribute posters, videos, and audiotapes. The classroom community plays an important role in recognizing accomplishments and celebrating learning through expositions, public hearings, publications, book fairs, oral presentations, broadcasts, and public viewings.

The collaborative skills students in the Transactional Focus learn and refine are essential in their personal lives and in the workplace. Through informal interaction and formal collaboration, students practise skills in active listening and responding to others' ideas. Collaboration in producing documentaries, magazines, multimedia presentations, and other projects provides students with essential experiences in negotiation and consensus building. Students learn to assume a variety of roles within a group, and to evaluate the effectiveness of group processes.

In achieving the specific learning outcomes of General Learning Outcome 5, students

- learn that language choices are governed by audience, context, and purpose and by the role of the speaker, writer, or producer
- learn to be sensitive to the many factors, including cultural considerations, that determine how others are likely to respond to a communication
- explore the part that language plays in local, national, and global events, in expressing social values, and in posing ethical questions

The Transactional Focus promotes awareness of the importance of language in building and sustaining community: in avoiding misunderstanding and conflicts, in broadening understanding of various perspectives, and in promoting social action. Students' experiences in the classroom learning community prepare them to participate as responsible members of wider communities.



5.1 Encourage, Support, and Work with Others

Senior 3 English Language Arts: Transactional Focus

	Grade 8	Senior 1
<i>Cooperate with Others</i> →	<ul style="list-style-type: none">engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony	<ul style="list-style-type: none">recognize the importance of effective communication in working with others
<i>Work in Groups</i> →	<ul style="list-style-type: none">organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency	<ul style="list-style-type: none">plan, organize, and participate in presentations of group findings
<i>Use Language to Show Respect</i> →	<ul style="list-style-type: none">demonstrate respect for other people’s language, history, and culture	<ul style="list-style-type: none">use inclusive language and actions that support people across races, cultures, genders, ages, and abilities
<i>Evaluate Group Process</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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 build community.



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

Cooperate with Others (5.1.1)

- use language to build and maintain respectful relationships with people in various roles; investigate various viewpoints to solve problems and accomplish tasks, using tactful language for constructive criticism

Work in Groups (5.1.2)

- demonstrate flexibility in assuming a variety of group roles, support risk taking, and encourage effective participation to accomplish tasks

Use Language to Show Respect (5.1.3)

- recognize and analyze how language use may foster inclusive, respectful communication that is sensitive to linguistic and cultural considerations [such as titles of address, gender inclusive nouns and pronouns...]

Evaluate Group Process (5.1.4)

- evaluate the effectiveness of group process using various criteria [such as cost and time effectiveness, compatibility of personalities, relevance of expertise...] to enhance future group performance

Senior 4

- use language to demonstrate openness and flexibility in working with others; listen attentively and encourage differing viewpoints, using tactful language to disagree and solve problems
- demonstrate commitment and flexibility in groups, support others' participation, and adjust roles and responsibilities according to task requirements
- recognize inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context [such as using gender-inclusive language, avoiding slang in formal settings...]; recognize how language choice and use may sustain or counter exploitative or discriminatory situations
- determine the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables [such as time parameters, availability of resources, complexity...]

GENERAL LEARNING OUTCOME 5

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



5.2 *Develop and Celebrate Community*

Senior 3 English Language Arts: Transactional Focus

Grade 8

Senior 1

Share and Compare Responses →

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

- recognize that differing perspectives and unique reactions enrich understanding

Relate Texts to Culture →

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

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

Appreciate Diversity →

- 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

- 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

Celebrate Special Occasions →

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

- 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 build 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

Share and Compare Responses (5.2.1)

- identify how roles, relationships, and contexts shape varying reactions to ideas and experiences

Relate Texts to Culture (5.2.2)

- identify and examine ways in which society and culture shape the language, content, and forms of texts [such as web sites, books, catalogues, CD-ROMs, advertisements, self-help books...]

Appreciate Diversity (5.2.3)

- explain ways in which languages and texts [such as speeches and presentations, fiction and non-fiction books, television and other media...] express and shape the perceptions of particular audiences

Celebrate Special Occasions (5.2.4)

- use language and texts to acknowledge accomplishments and celebrate significant events and to create desired effect and promote action [such as support for an organization, charity, or group...]

Senior 4

- evaluate diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self
- analyze ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture
- analyze ways in which languages and texts [such as interviews and speeches, proposals and reports, fiction and non-fiction, media...] portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities
- use language and texts to mark accomplishments and significant occasions and to create a shared sense of community

GENERAL LEARNING OUTCOME 5

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

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