

**Senior 4 English Language Arts:  
Comprehensive Focus**

Student Learning Outcomes

and

Standards of Student Performance

## **Student Learning Outcomes for Senior 4 English Language Arts: Comprehensive Focus**

### **Introduction**

The specific student learning outcomes for Senior 4 English Language Arts: Comprehensive Focus are identified in this section of the ELA Framework. Senior 4 students reinforce and build on the knowledge, skills and strategies, and attitudes developed in previous grades. The Comprehensive Focus assists students in becoming increasingly independent in making meaningful and effective language choices.

In the Comprehensive Focus, students develop and refine a range of literacy skills that deepen their engagement with and appreciation of a variety of texts and that help them function more effectively in their private spheres and in the global community. 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 denotative and connotative properties of language in communicating information and points of view and in conveying experience.

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, docudramas, feature articles, speeches, and creative non-fiction have pragmatic purposes but often 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.

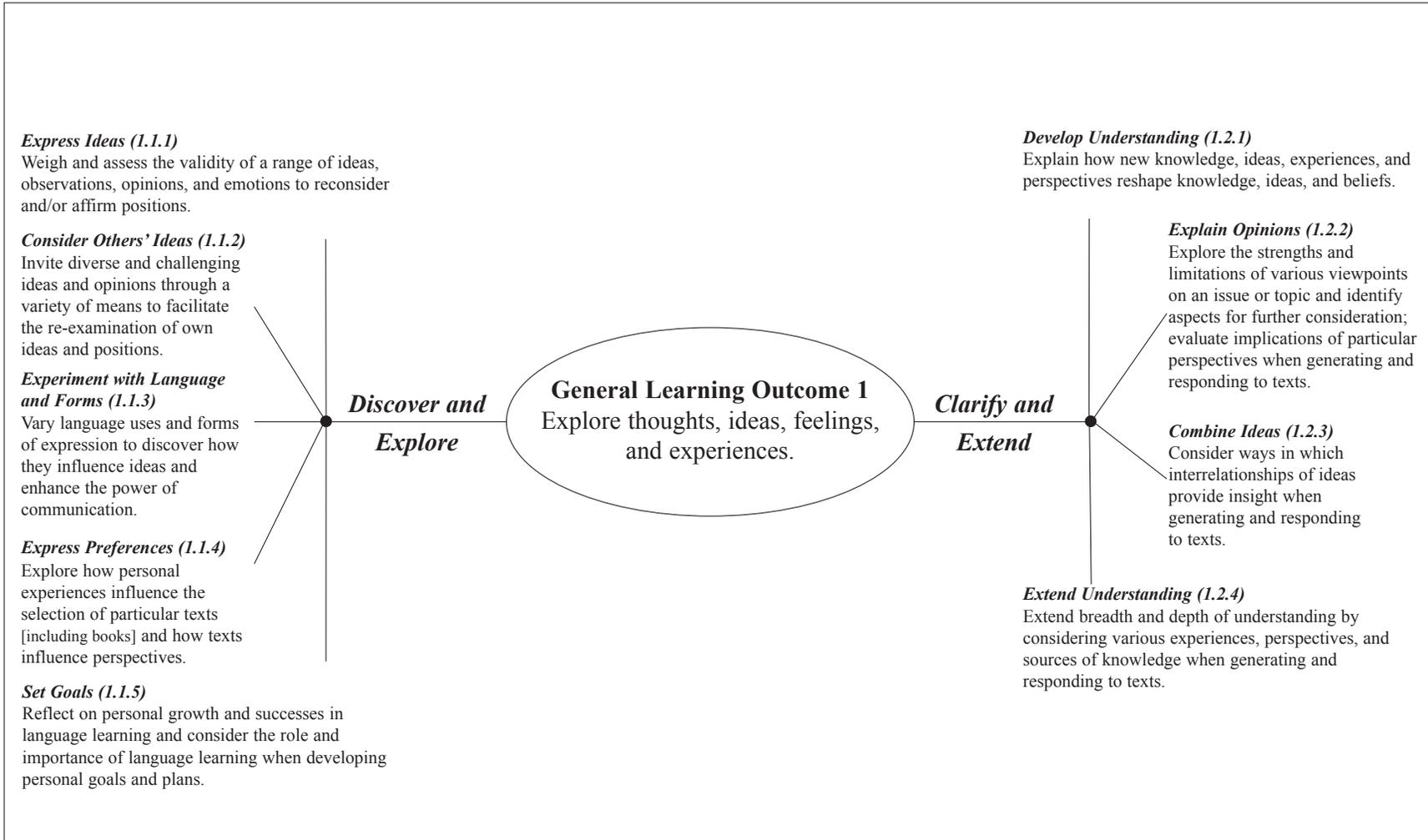
The Comprehensive Focus provides opportunities to use, compare, and compose a range of pragmatic and aesthetic texts. Students extend their knowledge of forms, structures, and language choices as they learn to evaluate these for appropriateness to audience and purpose as well as effectiveness. Students may gather information or points of view from novels, memoirs, and dramas, as well as from interviews, newspaper articles, electronic sources, documentaries, photographic collections, graphs, and non-fiction books. Similarly, students may compose texts that use the aesthetic properties of language to accomplish pragmatic purposes. They may, for example, use poetic language in creating advertisements, they may develop the central idea of a formal speech through metaphor, and they may write narratives such as anecdotes and allegories 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 skills in comprehending 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. In speaking, writing, and representing, students learn to shape communication for an audience, express themselves clearly with an intended effect, and select from a range of stances, voices, diction, and forms appropriate for 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.

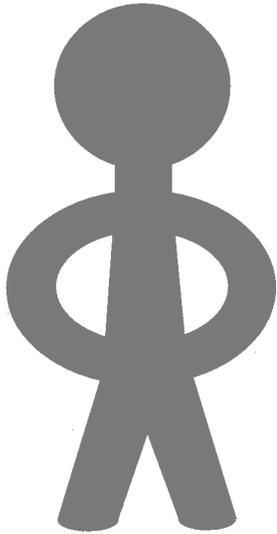
The student learning outcomes of the Comprehensive Focus describe the knowledge, skills and strategies, and attitudes that students require to meet present and evolving literacy demands. Students use language effectively to think, to respond to texts, to manage diverse ideas and information, to communicate, and to learn. Using language effectively and understanding its functions are fundamental to experiencing personal satisfaction and becoming responsible, contributing citizens and lifelong learners.



Senior 4 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. Ideas, impressions, and feelings are clarified and given shape through language. Exploratory language, which is often spontaneous, is a major strategy for learning, enabling students to identify prior knowledge, interests, experiences, and attitudes, to discover what they think and feel, to try out tentative ideas, to compare their ideas with those of others, and to arrive at new insights.

Exploratory language is essential in the expression and deepening of students' understanding of texts. Students discover much of the meaning of texts through exploratory talk, writing, and visual representation.

Exploratory language is used throughout the process of generating texts for both aesthetic and pragmatic purposes:

- *Preparing to speak, write, or represent:* Students talk, improvise, jot, draft, sketch, and reflect on things they have experienced, heard, read, and viewed to adopt an authentic voice and to discover a direction for texts.
- *Engaging with and producing texts:* Students consider and elaborate their ideas and explore how they can express them most effectively for a particular audience, experimenting with language, various forms, structures, and devices to achieve particular purposes or effects.
- *Revising texts:* Students invite and reflect on the responses of others to their work in order to ensure that it achieves 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 if they attend to their responses and express tentative ideas and interpretations. To produce texts that are precise and have impact, students need to explore, experiment, and discuss their intent with others. Through interaction with others, students learn to seek and evaluate the relative merits of alternative perspectives and to try out new positions. Exploratory language is essential within the classroom community; it is the means by which class members interact, question, grow, and contribute.



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

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**

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

**Senior 4**

***Express Ideas (1.1.1)***

- weigh and assess the validity of a range of ideas, observations, opinions, and emotions to reconsider and/or affirm positions

***Consider Others' Ideas (1.1.2)***

- invite diverse and challenging ideas and opinions through a variety of means [such as listening actively, reserving judgement, asking clarifying questions...] to facilitate the re-examination of own ideas and positions

***Experiment with Language and Forms (1.1.3)***

- vary language uses and forms of expression to discover how they influence ideas and enhance the power of communication

***Express Preferences (1.1.4)***

- explore how personal experiences influence the selection of particular texts [including books] and how texts influence perspectives

***Set Goals (1.1.5)***

- reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans

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



**1.2 Clarify and Extend**

**Senior 4 English Language Arts: Comprehensive Focus**

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

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



1.2 Clarify and Extend

Senior 4 English Language Arts: Comprehensive 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

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

**Senior 4**

*Develop Understanding (1.2.1)*

- explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs

*Explain Opinions (1.2.2)*

- 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

*Combine Ideas (1.2.3)*

- consider ways in which interrelationships of ideas provide insight when generating and responding to texts

*Extend Understanding (1.2.4)*

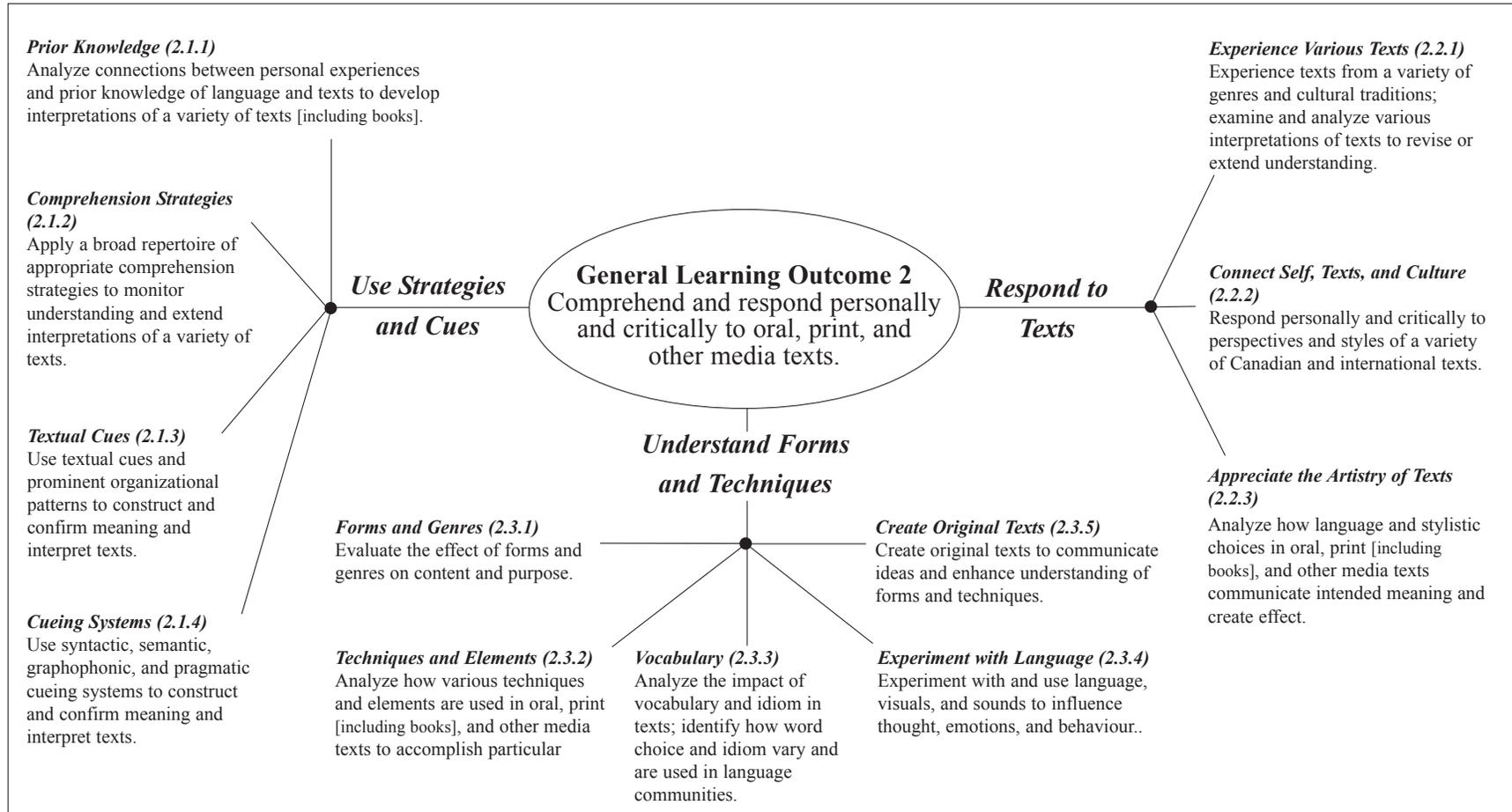
- extend breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge when generating and responding to texts

GENERAL LEARNING OUTCOME 1

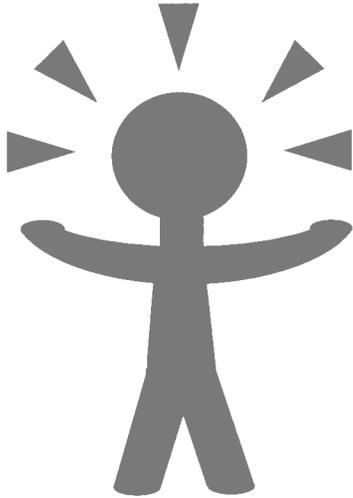
Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



### Senior 4 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.*

In the Comprehensive Focus, students 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 engage with a text for aesthetic purposes, they enter the world of the text for the pleasure that aesthetic language brings, for the satisfaction of discovering a created world that illuminates their own, or for the stimulation of encountering alternative perspectives. Students move from response to criticism, comparing their responses with those of others and using questions generated through discussion to deepen their understanding of texts.
- When students engage with a text for pragmatic purposes, their intent is to gain information and to illuminate and broaden their own and alternative perspectives. Students move from identifying purpose and intended audience and examining the validity of arguments to comparing their responses and conclusions with those of others and assessing the effects of forms and techniques, recognizing that the medium of a communication shapes its meaning.

Regardless of the purpose of texts they explore, students engage in a process of making meaning: they articulate the meaning they make of texts and the questions they have about them; they identify the ways in which their prior knowledge, experiences, and attitudes shape the meaning they make of texts (including fiction and non-fiction books); they seek alternative responses and texts to refine and extend their own thinking; and they evaluate the effect of form and genre on content and purpose.

In the Comprehensive Focus students review and reinforce a range of strategies for responding personally and critically to texts written or produced for aesthetic and pragmatic purposes. Students' metacognitive skills enable them to select and adjust listening, reading, and viewing strategies according to the type of text, their prior knowledge, and their purpose. The Comprehensive Focus provides students with opportunities to increase their repertoire of comprehension strategies. Students examine the interplay and contribution to meaning of vocabulary and idiom, stylistic choices, techniques, and structures in a wide variety of oral, print, and other media texts.

Discussion of texts often prompts students to generate their own texts in response, as a way to learn about a form is to imitate it. Greater awareness of forms and techniques increases students' skill in reading critically, enhances their appreciation of texts, and adds to the repertoire of approaches they use in their own work.

Students' skill in listening to, reading, and viewing texts is fundamental to their success in all subject areas, to their effective participation in society, and to the lifelong enrichment they will gain through literacy.



**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**

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

**Senior 4**

***Prior Knowledge (2.1.1)***

- analyze connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts [including books]

***Comprehension Strategies (2.1.2)***

- apply a broad repertoire of appropriate comprehension strategies to monitor understanding and extend 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

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

**Senior 4**

***Experience Various Texts (2.2.1)***

- experience texts from a variety of genres and cultural traditions; examine and analyze various interpretations of texts to revise or extend understanding

***Connect Self, Texts, and Culture (2.2.2)***

- respond personally and critically to perspectives and styles of a variety of Canadian and international texts

***Appreciate the Artistry of Texts (2.2.3)***

- analyze how language and stylistic choices in oral, print [including books], and other media texts communicate intended meaning and create effect

**G  
E  
N  
E  
R  
A  
L  
  
L  
E  
A  
R  
N  
I  
N  
G  
  
O  
U  
T  
C  
O  
M  
E  
  
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"><li>demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content</li></ul>	<ul style="list-style-type: none"><li>explain preferences for particular forms and genres of oral, literary, and media texts</li></ul>
<i>Techniques and Elements</i> →	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><li>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</li></ul>
<i>Vocabulary</i> →	<ul style="list-style-type: none"><li>explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language</li></ul>	<ul style="list-style-type: none"><li>appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon</li></ul>
<i>Experiment with Language</i> →	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><li>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</li></ul>
<i>Create Original Texts</i> →	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><li>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</li></ul>

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**

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

**Senior 4**

***Forms and Genres (2.3.1)***

- evaluate the effect of forms and genres on content and purpose

***Techniques and Elements (2.3.2)***

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

***Vocabulary (2.3.3)***

- analyze the impact of vocabulary and idiom in texts; identify how word choice and idiom vary and are used in language communities

***Experiment with Language (2.3.4)***

- experiment with and use language, visuals, and sounds to influence thought, emotions, and behaviour

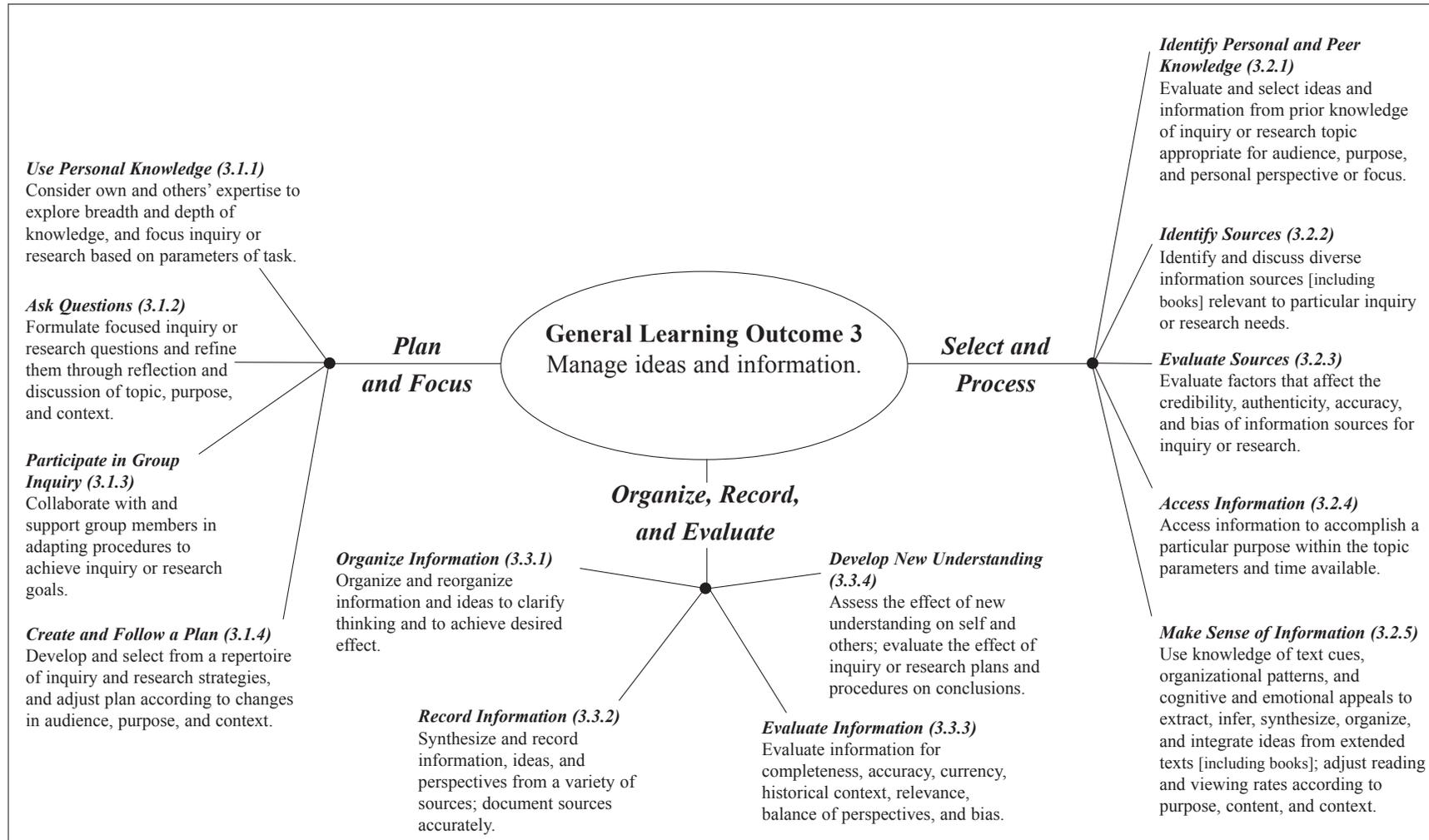
***Create Original Texts (2.3.5)***

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

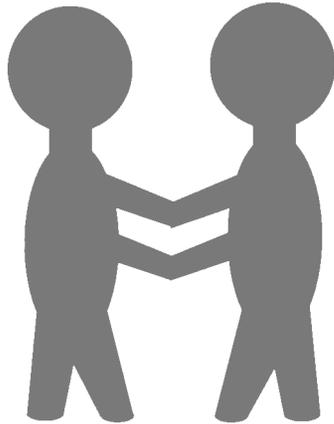
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.



### Senior 4 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 both the ongoing personal learning that will enrich their lives and 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 developing a plan, in identifying a focus, and in accessing, collecting, assessing, synthesizing, and organizing information to share it with particular audiences
- *attitudes and habits of mind*: such as curiosity, initiative, independence, organization, collaboration, and promptness

In listening to, reading, and viewing texts, students may generate questions that the texts themselves do not answer definitively. Inquiry in the Comprehensive Focus may lead students to other aesthetic and pragmatic texts and to community-based research and surveys.

Through inquiry, students collect information from a variety of primary and secondary sources to stimulate their imaginations and to discover and explore topics for their own texts. Inquiry findings enable students to speak, write, and represent with authority, substance, and subtlety. Through inquiry projects, students reinforce and refine their skills in accessing their personal knowledge and the resources available to them to satisfy their needs and those of an audience. They also evaluate sources of information for factors such as credibility, suitability, and completeness. In addition, they evaluate the effectiveness of their own inquiry process.

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



### 3.1 Plan and Focus

### Senior 4 English Language Arts: Comprehensive Focus

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

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



3.1 Plan and Focus

Senior 4 English Language Arts: Comprehensive Focus

Senior 2

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

Senior 3

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

Senior 4

*Use Personal Knowledge (3.1.1)*

- consider own and others' expertise to explore breadth and depth of knowledge, and focus inquiry or research based on parameters of task

*Ask Questions (3.1.2)*

- formulate focused inquiry or research questions and refine them through reflection and discussion of topic, purpose, and context

*Participate in Group Inquiry (3.1.3)*

- collaborate with and support group members in adapting procedures to achieve inquiry or research goals

*Create and Follow a Plan (3.1.4)*

- 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 2

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**

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

**Senior 4**

- Identify Personal and Peer Knowledge (3.2.1)***
- evaluate and 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 diverse information sources [including books] relevant to particular inquiry or research needs
- Evaluate Sources (3.2.3)***
- evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research
- Access Information (3.2.4)***
- access information to accomplish a particular purpose within the topic parameters and time available
- Make Sense of Information (3.2.5)***
- use knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

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



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

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

**Senior 4**

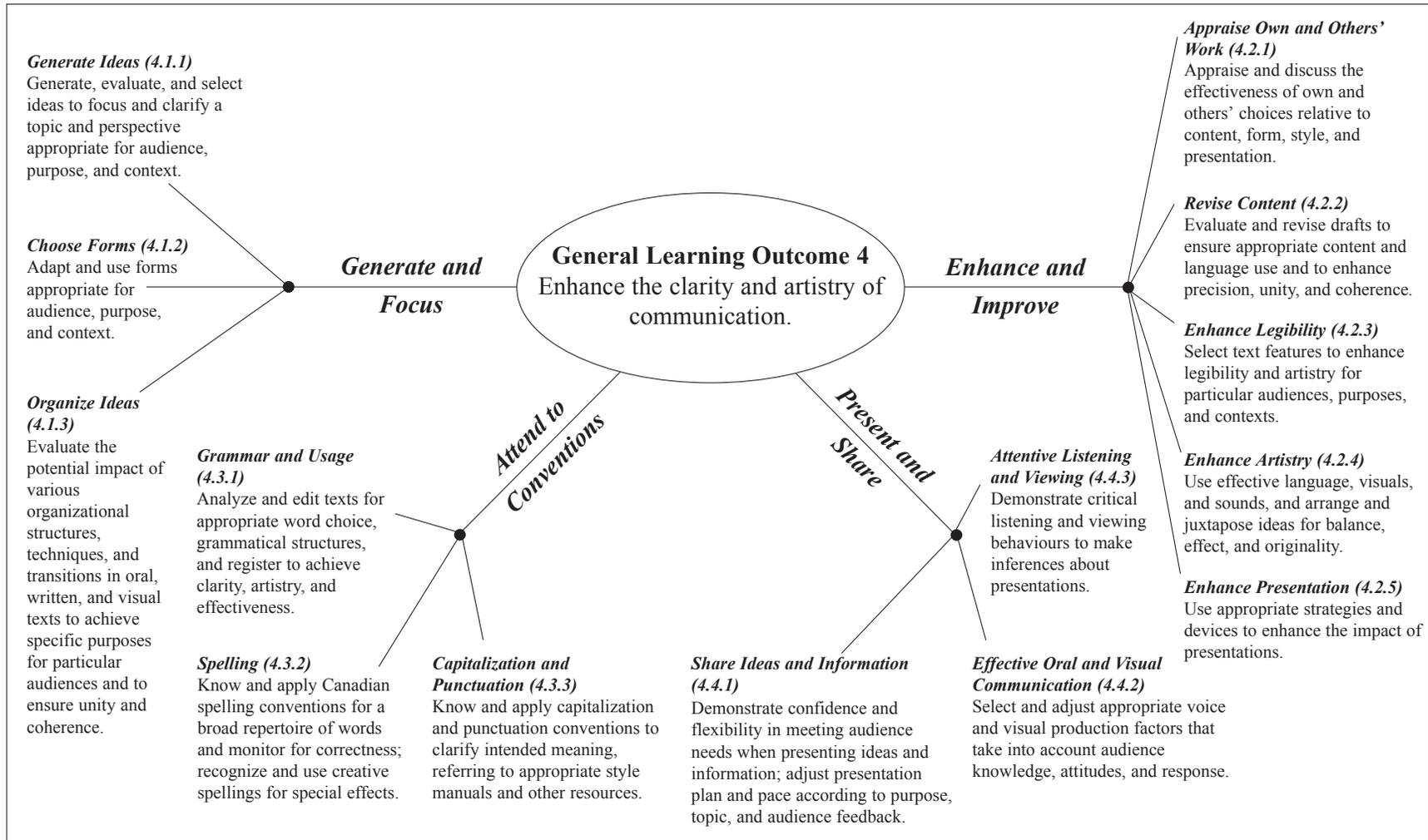
- Organize Information (3.3.1)**
- organize and reorganize information and ideas to clarify thinking and to achieve desired effect
- Record Information (3.3.2)**
- synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately
- Evaluate Information (3.3.3)**
- evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias
- Develop New Understanding (3.3.4)**
- 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 2**

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



### Senior 4 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.*

General Learning Outcome 4 traces the processes by which students generate and focus their ideas and work with others in enhancing, clarifying, and sharing their oral, written, and visual texts. In attaining the specific learning outcomes, students in the Comprehensive Focus produce a wide range of texts to share information and ideas, to explore their own creativity, and to engage an audience.

Approximately half the texts that students produce in the Comprehensive Focus accomplish aesthetic purposes, appealing primarily to the imagination, senses, and emotions. The other half accomplish pragmatic purposes for specific audiences. 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 often begin with more explicit purposes and audiences whose requirements may shape all aspects of the texts (i.e., content, form, medium, organizational structure, voice, register, and diction).

Students use a wide range of techniques: while some are common to aesthetic texts, others typify pragmatic communication. Students demonstrate and take responsibility for their knowledge of the conventions of language and may experiment with these for effect. They learn to communicate simply and directly through explanation and description, as well as through indirect means such as inference, understatement, tone, and juxtaposition. They employ aesthetic properties of language for both aesthetic and pragmatic purposes, selecting and adjusting language and techniques for effectiveness and appropriateness for purpose and audience.

Students refine their knowledge of a wide range of forms and media and make informed choices as to the suitability of forms and media to express their intent and purpose. Through exploring and analyzing the nature and effectiveness of a variety of texts, students discover models and develop strategies for their own work.

Students in the Comprehensive Focus play an invaluable role as audiences for each other's work. As partners and collaborators, they seek and assess feedback on the effect of various techniques and on the success of their communication. As members of a formal audience for presentations, students enhance their critical listening and viewing skills.

Through the processes identified in General Learning Outcome 4, students learn to enhance the range, clarity, and artistry of their communication.



## 4.1 *Generate and Focus*

## *Senior 4 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.**



4.1 *Generate and Focus*

*Senior 4 English Language Arts: Comprehensive Focus*

**Senior 2**

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

**Senior 3**

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

**Senior 4**

***Generate Ideas (4.1.1)***

- generate, evaluate, and select ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context

***Choose Forms (4.1.2)***

- adapt and use forms appropriate for audience, purpose, and context

***Organize Ideas (4.1.3)***

- 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

**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 4 English Language Arts: Comprehensive Focus

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

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

**Senior 4**

***Appraise Own and Others' Work (4.2.1)***

- appraise and discuss the effectiveness of own and others' choices relative to content, form, style, and presentation

***Revise Content (4.2.2)***

- evaluate and revise drafts to ensure appropriate content and language use and to enhance precision, unity, and coherence

***Enhance Legibility (4.2.3)***

- select text features to enhance legibility and artistry for particular audiences, purposes, and contexts

***Enhance Artistry (4.2.4)***

- use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, effect, and originality

***Enhance Presentation (4.2.5)***

- 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.**



**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**

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

**Senior 4**

***Grammar and Usage (4.3.1)***

- analyze and edit texts for appropriate word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness

***Spelling (4.3.2)***

- know and apply Canadian spelling conventions for a broad repertoire of words and monitor for correctness; recognize and use creative spellings for special effects

***Capitalization and Punctuation (4.3.3)***

- 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.



#### 4.4 Present and Share

#### Senior 4 English Language Arts: Comprehensive Focus

##### Senior 2

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

##### Senior 3

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

##### Senior 4

###### *Share Ideas and Information (4.4.1)*

- 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

###### *Effective Oral and Visual Communication (4.4.2)*

- select and adjust appropriate voice and visual production factors that take into account audience knowledge, attitudes, and response

###### *Attentive Listening and Viewing (4.4.3)*

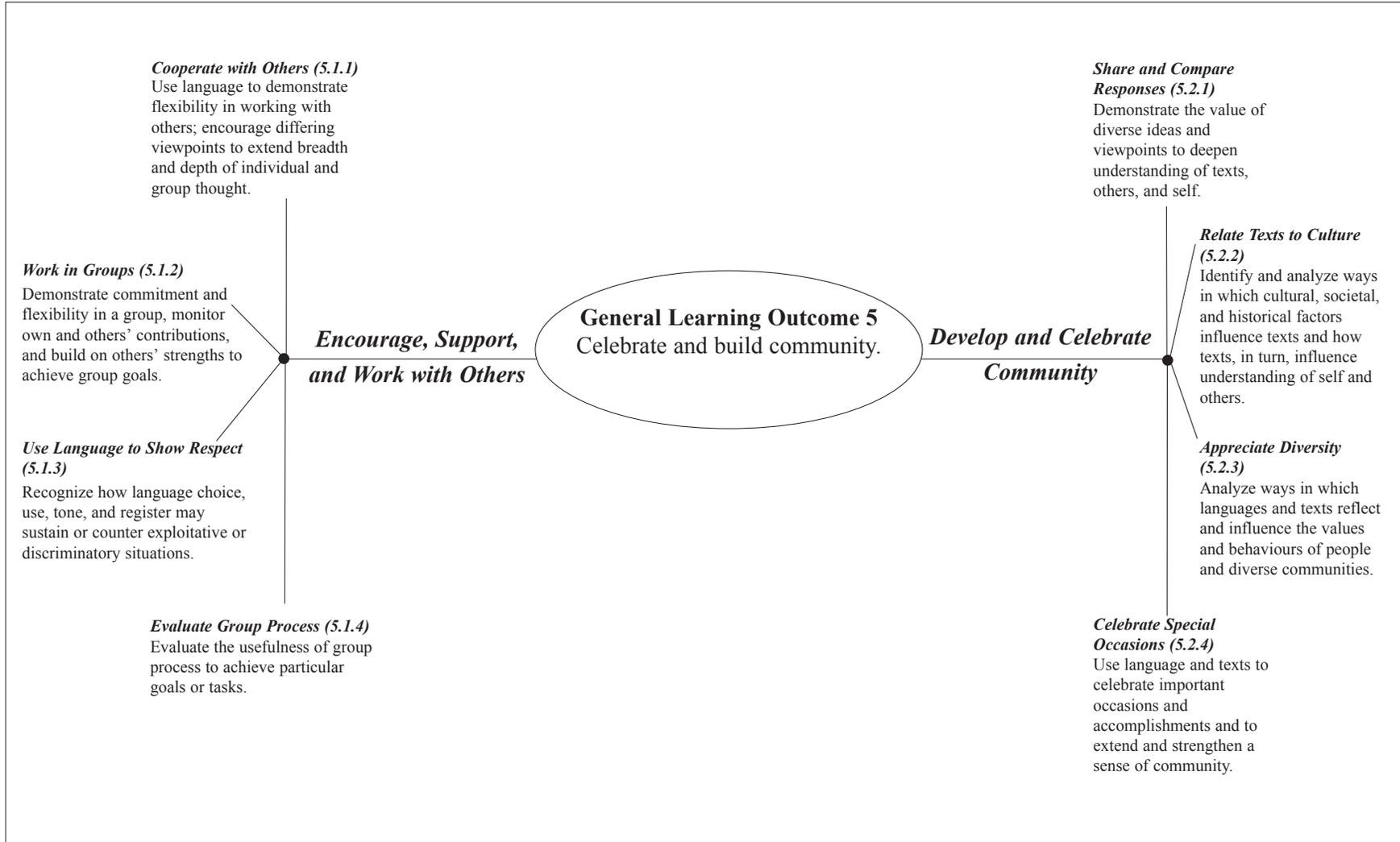
- demonstrate critical listening and viewing behaviours [such as analyzing cognitive and emotional appeals, identifying faulty reasoning, reflecting, summarizing...] to make inferences about presentations

GENERAL LEARNING OUTCOME 4

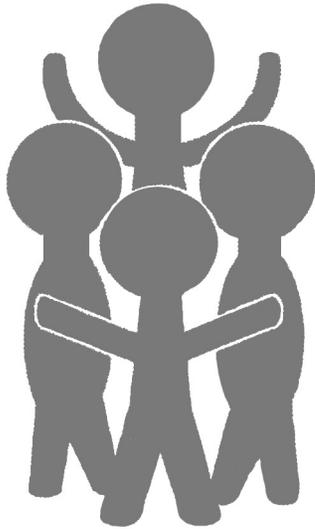
Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



Senior 4 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.*

As members of a classroom learning community, students contribute to and benefit from the diversity of the group as they work together to achieve the specific learning outcomes of the Comprehensive Focus. Students become increasingly aware of the important role that language plays as they collaborate in responding to texts, in generating texts, and in recognizing significant occasions and celebrating accomplishments.

In responding to texts, students learn to appreciate and respect diversity by receiving and reflecting on the feedback of others and by articulating response and criticism in supportive language. Through discussing the texts they listen to, read, and view, students contribute to the learning of others and deepen their own understanding of the texts and of cultural differences.

In generating texts, students, individually and collaboratively, 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. Students come to realize that almost all texts involve collaboration at some stage. They may collaborate to produce a single text, or they may take on various roles, such as illustrators, editors, video or sound technicians, or publishers of others' texts. Such efforts provide valuable experiences in negotiation and consensus building and help students to articulate their ideas more fully. Students discover that they expand, enhance, and refine their own creativity through interaction with others.

In recognizing and celebrating accomplishments, the classroom community is a ready audience for individual and small-group presentations and is the base from which students prepare to share their work with wider audiences. Students may organize events, such as public hearings, publications, book fairs, oral presentations, broadcasts, and expositions, to feature the work of their learning community. As well, the classroom community is an effective sounding board and resource for students whose projects may involve the school as a whole or the local community.

As a result of their participation in the learning community, students gain the valuable knowledge, skills and strategies, and attitudes described in the specific learning outcomes of the Comprehensive Focus. In addition, they assume a variety of roles within a group, demonstrate flexibility and openness in encouraging others' contributions, and evaluate the effectiveness of group processes. The interaction that is the basis of classroom experiences not only enhances student learning in the classroom but also prepares students for the roles they will take on in other communities throughout their lives.



**5.1 Encourage, Support, and Work with Others**

**Senior 4 English Language Arts: Comprehensive Focus**

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

**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**

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

**Senior 4**

***Cooperate with Others (5.1.1)***

- use language to demonstrate flexibility in working with others; encourage differing viewpoints to extend breadth and depth of individual and group thought

***Work in Groups (5.1.2)***

- demonstrate commitment and flexibility in a group, monitor own and others' contributions, and build on others' strengths to achieve group goals

***Use Language to Show Respect (5.1.3)***

- recognize how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations

***Evaluate Group Process (5.1.4)***

- evaluate the usefulness of group process to achieve particular goals or tasks

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



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

**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**

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

**Senior 4**

***Share and Compare Responses (5.2.1)***

- demonstrate the value of diverse ideas and viewpoints to deepen understanding of texts, others, and self

***Relate Texts to Culture (5.2.2)***

- identify and analyze ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others

***Appreciate Diversity (5.2.3)***

- 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

***Celebrate Special Occasions (5.2.4)***

- 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.**

## Standards of Student Performance for Senior 4 English Language Arts: Comprehensive Focus

### Background

The Manitoba English language arts standards of student performance for Grade 3, Grade 6, Senior 1, and Senior 4 were developed by teams of Manitoba educators in collaboration with consultants from Manitoba Education and Training. Educators grouped and combined the Senior 4 specific student learning outcomes for the Comprehensive Focus to develop seven standards of student performance.

### Nature of Standards

Standards describe the expected levels of student performance in relation to grade-specific English language arts learning outcomes (*A Foundation for Excellence*, 1995). They facilitate the assessment of student learning relative to identified learning outcomes. Evaluation of student performance is based on multiple measures.

### Purpose of Standards

Standards are of value to students, teachers, and parents/guardians. They identify clear expectations for students. They assist teachers in planning for learning, instruction, and assessment. They also help parents and others in monitoring and assisting student progress and achievement.

The standards of student performance described in this section of the Senior 4 ELA Framework form the basis for assessment in the Senior 4 Comprehensive Focus. Effective assessment guides learning. Effective assessment is

- an integral part of instruction and learning
- continuous and ongoing
- authentic and reflective of meaningful language learning processes and contexts
- a collaborative and reflective process
- multidimensional, incorporating a variety of tasks

- developmentally and culturally appropriate
- focused on students' strengths
- based on how students learn
- supportive of learning by offering students clear performance targets

Although teachers are the primary assessors of student performance, they work with students to develop skills and strategies that promote effective self-monitoring. The ongoing monitoring of student performance is important in a variety of contexts. It helps to focus effort on the implementation of appropriate strategies to facilitate learning within the home, school, and community.

### Levels of Student Performance

Levels of student performance expected at the end of Grade 3, Grade 6, Senior 1, and Senior 4 are identified by performance indicators. These indicators identify student performance Above, At, and Below Level.

Above Level	At Level	Below Level
The indicators identify the knowledge, skills and strategies, and attitudes that are within the range of, but <b>exceed</b> , the expected student performance level.	The indicators identify the knowledge, skills and strategies, and attitudes that <b>meet</b> the expected student performance level.	The indicators identify the knowledge, skills and strategies, and attitudes that are within the range of, but <b>do not yet meet</b> , the expected student performance level.

A student's learning profile may exhibit varying levels of performance across the seven identified standards and within each standard. The profile presents the unique combination of strengths and limitations that comprise an individual student's performance.

All performance levels (Above Level, At Level, Below Level) are within the range of expectations for the Senior 4 Comprehensive Focus. A student performing Below Level is within range of the expectations for the Senior 4 Comprehensive Focus but may require assistance or may demonstrate limited skill. Below Level indicators often include phrases such as “limited skill” and “with assistance.” In the case of the latter, the difference between At Level and Below Level rests in the degree of independence reflected in student performance.

### **The ELA Standards of Performance**

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

Standard 1: Preparing to Learn

Standard 2: Making Meaning

Standard 3: Responding to Oral, Print, and Other Media Texts

Standard 4: Managing and Organizing Ideas and Information

Standard 5: Composing, Revising, and Presenting

Standard 6: Working As a Community

Standard 7: Monitoring Language Learning

These seven standards\* combine and integrate specific student learning outcomes from a number of general learning outcomes. (The student learning outcomes integrated within a standard are referred to parenthetically by number on the following pages.) The focus of the seven standards and the sub-categories within each standard remain constant across the grades. Standard 5: Composing, Revising, and Presenting, for example, includes the same three sub-categories (Create, Revise and Edit, Present) in Grade 3, Grade 6, Senior 1, and the three Senior 4 Focuses.

---

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

### Standard 1 Preparing to Learn

Standard 1 addresses the knowledge, skills and strategies, and attitudes required during the initial stages of learning. This standard is based on the need for students to relate new learning to what they already know. It focuses on the need for active engagement in the learning process. To meet this standard, students demonstrate the use of exploratory language, both individually and in interaction with others, as they establish a base and a focus for learning.

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

Students

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

#### Performance Indicators

	<b>Above Level</b>	<b>At Level</b>	<b>Below Level</b>
	<b>The student</b>	<b>The student</b>	<b>The student</b>
<b>Connections</b>	<ul style="list-style-type: none"> <li>• extends breadth and depth of understanding by analyzing various experiences, perspectives, and sources of knowledge and the ways in which interrelationships of ideas provide insight when generating and responding to texts</li> <li>• explores in depth the strengths and limitations of various viewpoints on an issue or topic and identifies aspects for further consideration; evaluates implications of particular perspectives when generating and responding to texts</li> </ul>	<ul style="list-style-type: none"> <li>• extends breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge and the ways in which interrelationships of ideas provide insight when generating and responding to texts (1.2.4, 1.2.3)*</li> <li>• explores the strengths and limitations of various viewpoints on an issue or topic and identifies aspects for further consideration; evaluates implications of particular perspectives when generating and responding to texts (1.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• extends breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge; considers, with assistance, the ways in which interrelationships of ideas provide insight when generating and responding to texts</li> <li>• explores some of the strengths and limitations of various viewpoints on an issue or topic but demonstrates limited skill in identifying aspects for further consideration and in evaluating the implications of particular perspectives when generating and responding to texts</li> </ul>

**Performance Indicators (Standard 1 continued)**

<b>Above Level</b>		<b>At Level</b>	<b>Below Level</b>
<b>The student</b>		<b>The student</b>	<b>The student</b>
<b>Questions</b>	<ul style="list-style-type: none"> <li>formulates focused and clarifying inquiry or research questions and refines them through reflection and discussion of topic, purpose, and context</li> <li>invites diverse and challenging ideas and opinions through a variety of means to assess and reconsider own ideas and positions</li> </ul>	<ul style="list-style-type: none"> <li>formulates focused inquiry or research questions and refines them through reflection and discussion of topic, purpose, and context (3.1.2)</li> <li>invites diverse and challenging ideas and opinions through a variety of means to reconsider own ideas and positions (1.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>formulates focused inquiry or research questions and refines them through reflection and discussion of topic, purpose, and context</li> <li>invites diverse and challenging ideas and opinions through a variety of means but demonstrates limited reconsideration of own ideas and positions</li> </ul>
<b>Focus Topic</b>	<ul style="list-style-type: none"> <li>considers own and a wide range of others' expertise to expand depth and breadth of knowledge to focus inquiry or research based on parameters of task</li> </ul>	<ul style="list-style-type: none"> <li>considers own and others' expertise to explore depth and breadth of knowledge to focus inquiry or research based on parameters of task (1.1.1, 3.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>considers own and a limited range of others' expertise to explore depth and breadth of knowledge to focus inquiry or research based on parameters of task</li> </ul>

\* The numbers in parentheses refer to the specific student learning outcomes on which the performance indicators are based. The three digits are explained in the Guide to Reading the Student Learning Outcomes (see page 11).

## Standard 2 Making Meaning

Standard 2 addresses the knowledge, skills and strategies, and attitudes that students demonstrate when constructing meaning from oral, print, and other media texts. Strategies for making meaning are common to a variety of texts and contexts. Making meaning depends on students’ skill in using strategies flexibly and automatically.

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

Students

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

### Performance Indicators

<b>Above Level</b>		<b>At Level</b>		<b>Below Level</b>	
<b>The student</b>		<b>The student</b>		<b>The student</b>	
<b>Use Cues</b>	<ul style="list-style-type: none"> <li>• reads fluently (orally and silently); uses syntactic, semantic, graphophonic, pragmatic, and textual cues efficiently, strategically, and flexibly to construct and confirm meaning and interpret texts</li> </ul>	<ul style="list-style-type: none"> <li>• reads fluently (orally and silently); applies knowledge of syntactic, semantic, graphophonic, pragmatic, and textual cues* efficiently to construct and confirm meaning and interpret texts (2.1.4, 2.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>• reads with limited fluency and/or inconsistent comprehension and limited interpretation of texts due to inefficient use of syntactic, semantic, graphophonic, pragmatic, and textual cues</li> </ul>		
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• demonstrates strategic use of knowledge of textual cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts</li> <li>• applies a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a wide range and variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• uses knowledge of textual cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts (3.2.5)</li> <li>• applies a broad repertoire of appropriate comprehension strategies** to monitor understanding and extend interpretations of a variety of texts (2.1.2, 2.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited skill in using knowledge of textual cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts</li> <li>• applies appropriate comprehension strategies to monitor understanding and develop interpretations of a variety of texts</li> </ul>		

## Performance Indicators (Standard 2 continued)

	Above Level The student	At Level The student	Below Level The student
Vocabulary	<ul style="list-style-type: none"> <li>analyzes how word choice and idiom vary in language communities and evaluates the impact of vocabulary and idiom in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies how word choice and idiom vary in language communities and analyzes the impact of vocabulary and idiom in texts (2.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>identifies how word choice and idiom vary in language communities but demonstrates limited understanding of the impact of vocabulary and idiom in texts</li> </ul>
Forms and Genres	<ul style="list-style-type: none"> <li>evaluates the interrelationships of form, genre, language, and stylistic choices and their effect on content, purpose, and intended meaning</li> </ul>	<ul style="list-style-type: none"> <li>evaluates the effect of form, genre, language, and stylistic choices on content, purpose, and intended meaning (2.2.3, 2.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>analyzes the effect of form, genre, language, and stylistic choices on content, purpose, and intended meaning</li> </ul>

## Notes on Standard 2: Making Meaning

## \* Cueing Systems

- Syntactic cues:** word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.
- Semantic cues:** meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.
- Graphophonic cues:** refer to the sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.
- Pragmatic cues:** refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.
- Textual cues:** features of text that assist in making meaning [such as analogies, visual compositions, dramatic monologues, debate rebuttals, news story formats...].

\*\***Comprehension skills and strategies:** analyzing artistic choices, recognizing motifs and patterns, following inductive and deductive arguments, detecting biases or logical fallacies, assessing plausibility, and using organizational patterns [such as juxtaposition, proposition and support, hierarchical structures...].

## Additional Terms

- Genres/forms frequently used for aesthetic purposes:** fables, myths, and parables, feature films, monologues, photo essays, poetry, short stories, novels, readers' theatre, and others.
- Genres/forms frequently used for pragmatic purposes:** advertisements and commercials, autobiographies and memoirs, brochures and pamphlets, charts, tables, and graphs, documentaries (radio and video), essays (expository, argumentative, and persuasive), books, literary criticism, proposals and reports, résumés, and others.
- Trans-genre and emerging forms:** creative non-fiction, docudrama, Internet text and web sites, multimedia presentations, narrative articles, travel writing, and others.

### Standard 3 Responding to Oral, Print, and Other Media Texts

Standard 3 addresses the knowledge, skills and strategies, and attitudes that are essential for students to make a variety of structured and creative responses to all types of texts. As students grow in their understanding of cultures, places, times, concepts, information, motives, and emotions, they enhance their understanding of the world and their participation within it.

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

Students

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

#### Performance Indicators

	<b>Above Level</b> The student	<b>At Level</b> The student	<b>Below Level</b> The student
<b>Respond</b>	<ul style="list-style-type: none"> <li>• responds creatively, personally, and critically to perspectives and styles of a wide variety of Canadian and international texts</li> <li>• seeks out and experiences texts from a wide variety of genres and cultural traditions; examines and analyzes various interpretations of texts to revise or extend understanding</li> </ul>	<ul style="list-style-type: none"> <li>• responds personally and critically to perspectives and styles of a variety of Canadian and international texts (2.2.2)</li> <li>• experiences texts from a variety of genres and cultural traditions; examines and analyzes various interpretations of texts to revise or extend understanding (2.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited skill in responding personally and critically to perspectives and styles of a variety of Canadian and international texts</li> <li>• experiences texts from a variety of genres and cultural traditions; examines and analyzes various interpretations of texts</li> </ul>
<b>Techniques</b>	<ul style="list-style-type: none"> <li>• recognizes and analyzes how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations</li> <li>• selects and demonstrates appropriate critical listening and viewing behaviours to make inferences about and evaluations of presentations</li> <li>• analyzes and evaluates how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>• recognizes how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations (5.1.3)</li> <li>• demonstrates critical listening and viewing behaviours to make inferences about presentations (4.4.3)</li> <li>• analyzes how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes (2.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited recognition of how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations</li> <li>• demonstrates critical listening and viewing behaviours to make inferences about presentations but with limited skill in identifying the presentation techniques</li> <li>• demonstrates limited skill in analyzing how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes</li> </ul>

**Performance Indicators (Standard 3 continued)**

	<b>Above Level</b>	<b>At Level</b>	<b>Below Level</b>
	<b>The student</b>	<b>The student</b>	<b>The student</b>
<b>Self and Texts</b>	<ul style="list-style-type: none"> <li>• analyzes and evaluates connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts</li> <li>• analyzes and evaluates ways in which languages and texts reflect and influence the values and behaviours of people and diverse communities</li> <li>• identifies, analyzes, and evaluates ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• analyzes connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts (2.1.1)</li> <li>• analyzes ways in which languages and texts reflect and influence the values and behaviours of people and diverse communities (5.2.3)</li> <li>• identifies and analyzes ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others (5.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited skill in analyzing connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts</li> <li>• demonstrates limited skill in analyzing ways in which languages and texts reflect and influence the values and behaviours of people and diverse communities</li> <li>• identifies ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others</li> </ul>

### Standard 4 Managing and Organizing Ideas and Information

Standard 4 addresses the knowledge, skills and strategies, and attitudes that students develop as they learn to plan and complete research or inquiry projects or use inquiry to explore and create texts. This standard focuses on processes for collecting and evaluating data, and includes skills for accessing and organizing information, citing references, and planning for sharing information.

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

Students

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

#### Performance Indicators

	<b>Above Level</b> The student	<b>At Level</b> The student	<b>Below Level</b> The student
<b>Plan</b>	<ul style="list-style-type: none"> <li>• combines and uses a broad repertoire of inquiry and research strategies to meet particular needs; demonstrates flexibility in overall plan in response to changes in and developing understanding of audience, purpose, and context</li> </ul>	<ul style="list-style-type: none"> <li>• develops and selects from a repertoire of inquiry and research strategies and adjusts plan according to changes in audience, purpose, and context (3.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>• develops and selects from a repertoire of inquiry and research strategies and makes limited adjustments to plan according to changes in audience, purpose, and context</li> </ul>
<b>Sources</b>	<ul style="list-style-type: none"> <li>• identifies and discusses diverse and complex information sources relevant to particular inquiry or research needs</li> <li>• adjusts reading and viewing rates flexibly and fluently according to purpose, content, and context</li> <li>• evaluates the relationship between source and quality of information, the factors that affect authenticity, credibility, and bias, as well as relevance, accuracy, currency, historical context, completeness, and balance of perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• identifies and discusses diverse information sources relevant to particular inquiry or research needs (3.2.2)</li> <li>• adjusts reading and viewing rates according to purpose, content, and context (3.2.5)</li> <li>• evaluates information based on the factors that affect authenticity, credibility, and bias, as well as relevance, accuracy, currency, historical context, completeness, and balance of perspectives (3.3.3, 3.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• identifies and discusses a limited range of information sources relevant to particular inquiry or research needs</li> <li>• demonstrates limited skill in adjusting reading and viewing rates according to purpose, content, and context</li> <li>• demonstrates limited skill in evaluating information based on the factors that affect authenticity, credibility, and bias, as well as relevance, accuracy, currency, historical context, completeness, and balance of perspectives</li> </ul>

Performance Indicators (Standard 4 continued)

	<b>Above Level</b>	<b>At Level</b>	<b>Below Level</b>
	<b>The student</b>	<b>The student</b>	<b>The student</b>
<b>Organize</b>	<ul style="list-style-type: none"> <li>evaluates the subtleties and distinctiveness of ideas and information when selecting from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus</li> <li>accesses information to accomplish efficiently a particular purpose within the topic parameters and time available</li> <li>prioritizes, organizes, and reorganizes information and ideas to clarify thinking and to achieve a desired effect</li> </ul>	<ul style="list-style-type: none"> <li>evaluates and selects ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus (3.2.1)</li> <li>accesses information to accomplish a particular purpose within the topic parameters and time available (3.2.4)</li> <li>organizes and reorganizes information and ideas to clarify thinking and to achieve a desired effect (3.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>selects but demonstrates limited skill in evaluating ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus</li> <li>accesses information to accomplish a particular purpose; manages topic parameters and time available with assistance</li> <li>organizes and reorganizes information and ideas in a limited way to clarify thinking and to achieve a desired effect</li> </ul>
<b>Record</b>	<ul style="list-style-type: none"> <li>records and synthesizes information, ideas, and perspectives from a variety of sources; documents a wide range of sources accurately</li> </ul>	<ul style="list-style-type: none"> <li>records and synthesizes information, ideas, and perspectives from a variety of sources; documents sources accurately (3.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>records and combines information, ideas, and perspectives from a variety of sources; documents sources accurately</li> </ul>

### Standard 5 Composing, Revising, and Presenting

Standard 5 addresses the knowledge, skills and strategies, and attitudes that students use as they create original texts or adapt known text forms to compose oral, print, and other media texts. Whether composing oral, written, or representational forms, students use particular processes for focusing the topic, selecting forms and media, creating, revising, editing, and presenting.

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

Students

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

#### Performance Indicators

	<b>Above Level</b>	<b>At Level</b>	<b>Below Level</b>
<b>The student</b>	<b>The student</b>	<b>The student</b>	<b>The student</b>
<b>Create</b>	<ul style="list-style-type: none"> <li>• experiments with, analyzes, and uses language, forms of expression, visuals, and sounds to discover how they influence ideas, thought, emotions, and behaviour and enhance the power of communication</li> <li>• generates, evaluates, and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose, context, and impact</li> <li>• adapts and uses forms appropriate for audience, purpose, context, and impact</li> <li>• creates original texts to communicate ideas and enhance understanding of the effects of a wide variety of forms and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• experiments with and uses language, forms of expression, visuals, and sounds to discover how they influence ideas, thought, emotions, and behaviour and enhance the power of communication (2.3.4, 1.1.3)</li> <li>• generates, evaluates, and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context (4.1.1)</li> <li>• adapts and uses forms appropriate for audience, purpose, and context (4.1.2)</li> <li>• creates original texts* to communicate ideas and enhance understanding of forms and techniques (2.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>• experiments with but demonstrates limited skill in using language, forms of expression, visuals, and sounds to discover how they influence ideas, thought, emotions, and behaviour and enhance the power of communication</li> <li>• generates, evaluates, and selects ideas to focus a topic and perspective with limited consideration for audience, purpose, and context</li> <li>• adapts and uses forms with limited consideration for audience, purpose, and context</li> <li>• creates original texts to communicate ideas and enhance understanding of a limited number of forms and techniques</li> </ul>

Performance Indicators (Standard 5 continued)

	<b>Above Level</b>	<b>At Level</b>	<b>Below Level</b>
	<b>The student</b>	<b>The student</b>	<b>The student</b>
<b>Revise and Edit</b>	<ul style="list-style-type: none"> <li>evaluates the potential impact of a broad range of organizational structures, techniques, and transitions in texts to achieve specific purposes for particular audiences and to ensure unity and coherence</li> <li>appraises and suggests alternatives when discussing the effectiveness of own and others' choices relative to content, form, style, and presentation; evaluates and revises drafts to ensure appropriateness of content and language use and to enhance precision, unity, and coherence</li> <li>evaluates, edits, and proofreads texts for appropriate word choice, creative spellings, grammatical structures, and register to achieve clarity, artistry, and effectiveness; knows Canadian spelling conventions and applies them to a broad repertoire of words; knows and applies capitalization and punctuation conventions to clarify intended meaning, referring to appropriate style manuals and other resources</li> </ul>	<ul style="list-style-type: none"> <li>evaluates the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes for particular audiences and to ensure unity and coherence (4.1.3)</li> <li>appraises and discusses the effectiveness of own and others' choices relative to content, form, style, and presentation; evaluates and revises** drafts to ensure appropriateness of content and language use and to enhance precision, unity, and coherence (4.2.1, 4.2.2)</li> <li>analyzes, edits, and proofreads** texts for appropriate word choice, creative spellings, grammatical structures, and register to achieve clarity, artistry, and effectiveness; knows Canadian spelling conventions and applies them to a broad repertoire of words; knows and applies capitalization and punctuation conventions to clarify intended meaning, referring to appropriate style manuals and other resources (4.3.1, 4.3.2, 4.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>considers the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes for particular audiences and to ensure unity and coherence</li> <li>discusses the effectiveness of own and others' choices relative to content, form, style, and presentation; analyzes and revises drafts to ensure appropriateness of content and language use and to enhance precision, unity, and coherence</li> <li>edits and proofreads texts for appropriate word choice, creative spellings, grammatical structures, register, Canadian spelling, capitalization, and punctuation, but demonstrates limited skill in analyzing these elements for clarity, artistry, and effectiveness; refers to appropriate style manuals and other resources</li> </ul>

Performance Indicators (Standard 5 continued)

**Performance Indicators (Standard 5 continued)**

	<b>Above Level</b>	<b>At Level</b>	<b>Below Level</b>
	<b>The student</b>	<b>The student</b>	<b>The student</b>
<b>Present</b>	<ul style="list-style-type: none"> <li>evaluates and uses appropriate strategies and devices to enhance the impact of presentations for particular audiences, purposes, and contexts</li> <li>demonstrates mastery of topic as well as confidence and flexibility in meeting audience needs when presenting ideas and information; adjusts presentation plan and pace according to purpose, topic, and audience feedback</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses appropriate strategies and devices*** to enhance the impact of presentations for particular audiences, purposes, and contexts (4.2.3, 4.2.4, 4.2.5, 4.4.2)</li> <li>demonstrates confidence and flexibility in meeting audience needs when presenting ideas and information; adjusts presentation plan and pace according to purpose, topic, and audience feedback (4.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses appropriate strategies and devices in presentations for particular audiences, purposes, and contexts, but with limited or inconsistent impact</li> <li>demonstrates confidence in meeting audience needs when presenting ideas and information; makes limited adjustments to presentation plan and pace according to purpose, topic, and audience feedback</li> </ul>

## **Notes on Standard 5: Composing, Revising, and Presenting**

\* **Original texts:** parodies, essays, manuals, documentaries, and others.

\*\* **Revising, editing, and proofreading:** Revising refers to the processes students use when revising work to make improvements. Students revise for content [including relevance], clarity [including word choice and sentences], and organization. They edit for

- usage [including verb tense, subject-verb agreement, pronoun reference, and parallel structure]
- conventions of spelling, capitalization, and punctuation in dialogues, quotations, footnotes, endnotes, and references
- neatness
- formatting

Revising and editing involve the use of sources [such as dictionaries, thesauruses, electronic spell-check functions, classroom resources...].

Proofreading refers to rereading texts after the revising and editing processes to check for any remaining errors, inconsistencies, or omissions.

\*\*\* **Strategies and devices:** dramatization, enunciation, pauses, props, posters, handouts, computer-generated graphics, and others.

### Standard 6 Working As a Community

Standard 6 addresses the knowledge, skills and strategies, and attitudes that students require as they become involved, productive, and responsible community members. This standard focuses on group interactive processes and appreciation for the larger community. To work together effectively, students need to evaluate their strengths and set goals for enhancing their individual contributions to the group and for enhancing group processes. As individuals within a group share their personal understanding, they refine their own view of the world and enrich the views of others.

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

Students

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

#### Performance Indicators

	<b>Above Level</b>	<b>At Level</b>	<b>Below Level</b>
	<b>The student</b>	<b>The student</b>	<b>The student</b>
<b>Consider Others</b>	<ul style="list-style-type: none"> <li>• demonstrates the value of and initiates and promotes the expression of diverse ideas and viewpoints to deepen understanding of texts, others, and self, as well as to extend breadth and depth of individual and group thought</li> <li>• uses language to enhance and facilitate group interaction</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates the value of and encourages the expression of diverse ideas and viewpoints to deepen understanding of texts, others, and self, as well as to extend breadth and depth of individual and group thought (5.2.1, 5.1.1)</li> <li>• uses language to demonstrate flexibility in working with others (5.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates the value of and accepts the expression of diverse ideas and viewpoints to deepen understanding of texts, others, and self, as well as to extend breadth and depth of individual and group thought</li> <li>• demonstrates limited flexibility in using language to work with others</li> </ul>
<b>Group Participation</b>	<ul style="list-style-type: none"> <li>• collaborates with, supports, and leads group members in adapting procedures to achieve inquiry or research goals</li> <li>• evaluates the usefulness of group process to achieve particular goals or tasks and uses findings in future learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>• collaborates with and supports group members in adapting procedures to achieve inquiry or research goals (3.1.3)</li> <li>• evaluates the usefulness of group process to achieve particular goals or tasks (5.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited skill in collaborating with and supporting group members in adapting procedures to achieve inquiry or research goals</li> <li>• demonstrates limited skill in evaluating the usefulness of group process to achieve particular goals or tasks</li> </ul>

**Performance Indicators (Standard 6 continued)**

	<b>Above Level</b>	<b>At Level</b>	<b>Below Level</b>
	<b>The student</b>	<b>The student</b>	<b>The student</b>
<b>Build Community</b>	<ul style="list-style-type: none"> <li>demonstrates leadership, commitment, and flexibility in a group, monitors own and others' contributions, and builds on others' strengths to achieve group goals</li> <li>uses language and texts to celebrate important occasions and accomplishments and to create, extend, and strengthen a sense of community</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates commitment and flexibility in a group, monitors own and others' contributions, and builds on others' strengths to achieve group goals (5.1.2)</li> <li>uses language and texts to celebrate important occasions and accomplishments and to extend and strengthen a sense of community (5.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited commitment and flexibility in a group, monitors own and others' contributions, and builds on others' strengths to achieve group goals</li> <li>uses language and texts to celebrate important occasions and accomplishments and to maintain a sense of community</li> </ul>

### Standard 7 Monitoring Language Learning

Standard 7 addresses the knowledge, skills and strategies, and attitudes that students require to review and consciously reflect on both the processes and products of learning. These experiences are metacognitive and encourage ownership and responsibility through goal setting. They are similar to those traditionally found in revising and editing but are expanded to include other areas of language arts and the interactive skills and strategies critical to learning.

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

Students

- monitor language learning

#### Performance Indicators

	Above Level The student	At Level The student	Below Level The student
<b>Monitor</b>	<ul style="list-style-type: none"> <li>• evaluates personal growth and successes in language learning and considers the role and importance of language learning when developing personal goals and plans</li> <li>• analyzes how personal experiences influence the selection of particular texts and how texts influence perspectives</li> <li>• evaluates and explains how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs</li> <li>• assesses the effect of new understanding on self and others; evaluates the effect of inquiry or research plans and procedures on conclusions and uses findings in future research plans</li> </ul>	<ul style="list-style-type: none"> <li>• reflects on personal growth and successes in language learning and considers the role and importance of language learning when developing personal goals and plans (1.1.5)</li> <li>• explores how personal experiences influence the selection of particular texts and how texts influence perspectives (1.1.4)</li> <li>• explains how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs (1.2.1)</li> <li>• assesses the effect of new understanding on self and others; evaluates the effect of inquiry or research plans and procedures on conclusions (3.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• reflects on personal growth and successes in language learning and considers, with assistance, the role and importance of language learning when developing personal goals and plans</li> <li>• explores, with assistance, how personal experiences influence the selection of particular texts and how texts influence perspectives</li> <li>• explains, with assistance, how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs</li> <li>• examines the effect of new understanding on self and others; recognizes that inquiry or research plans and procedures affect conclusions</li> </ul>