

# **Senior 4 English Language Arts: Transactional Focus**

Student Learning Outcomes  
and  
Standards of Student Performance

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

### **Introduction**

The specific student learning outcomes for Senior 4 English Language Arts: Transactional 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 Transactional Focus assists students in becoming increasingly independent in making meaningful and effective language choices.

In the Transactional Focus, students develop and refine a range of knowledge, skills and strategies, and attitudes that help them function effectively in various communities. The Transactional Focus emphasizes the pragmatic uses of language: language that informs, directs, persuades, analyzes, argues, and explains. In attaining the learning outcomes of the Transactional Focus, students engage with and compose texts primarily for pragmatic purposes: to gain information or discern another point of view, to compare and weigh ideas, and to conduct daily transactions. The Transactional Focus addresses a variety of informal and formal discourse, ranging from impromptu speech and instructions to debates and formal presentations; from exploratory group discussion to seminar participation and formal interviews; from note taking, data gathering, and representation to illustrated written instructions, case studies, and research reports.

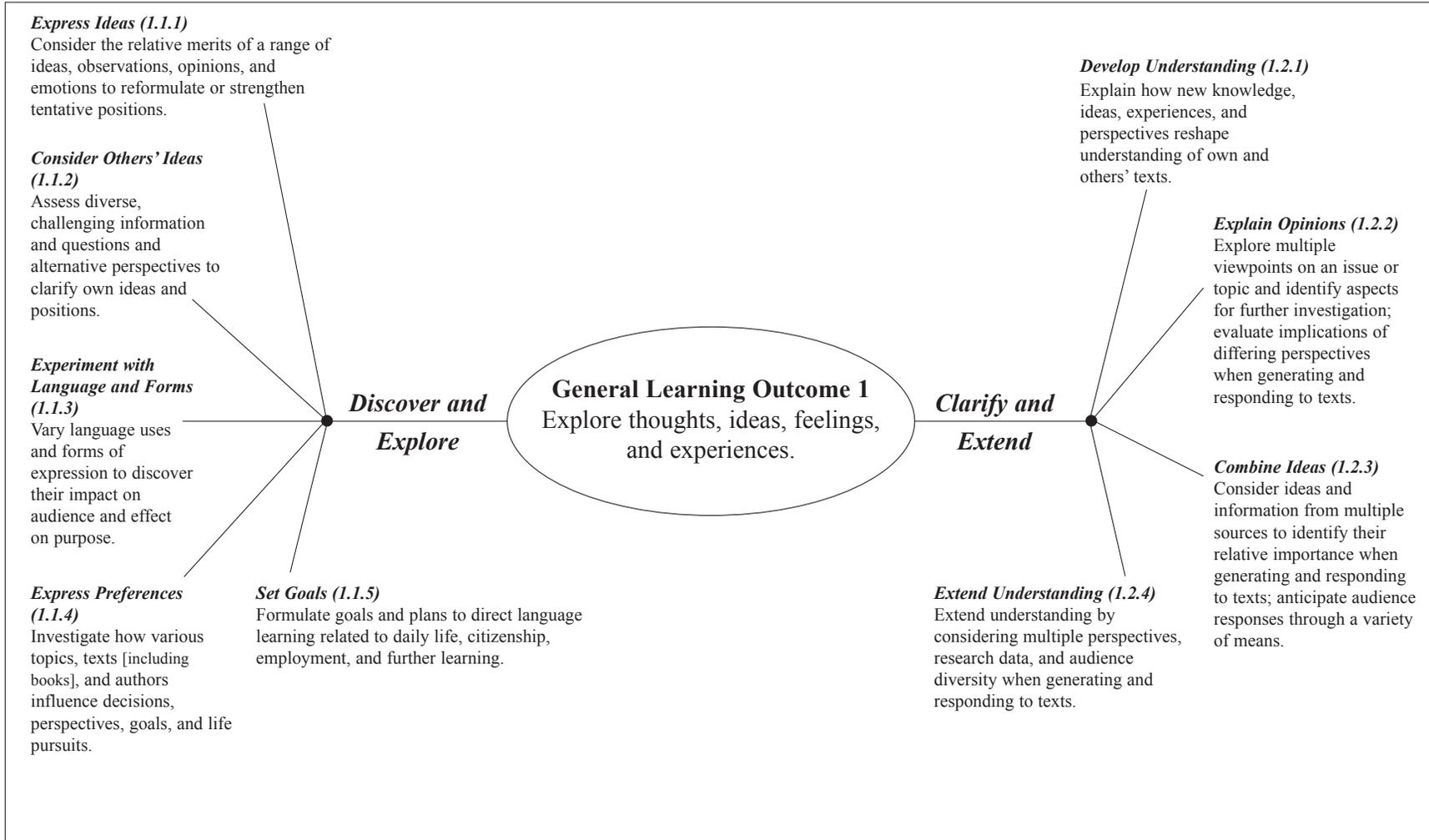
Students' engagement with texts is fundamental to the Transactional Focus. Texts are selected on the basis of purpose, with an emphasis on texts that use language primarily to convey information or viewpoints or to prompt an action from an audience. Some of these texts, such as non-fiction books, technical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

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

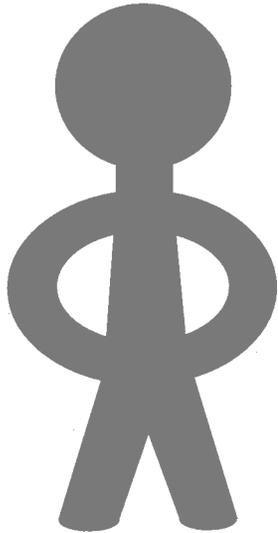
The student learning outcomes of the Transactional Focus describe the knowledge, skills and strategies, and attitudes that students require to meet present and evolving literacy demands. Students use language effectively to think, to respond to texts, to manage diverse ideas and information, to communicate, 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: Transactional Focus Map of General Learning Outcome 1



## General Learning Outcome 1



### Transactional Focus

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

Language is essential to thought. 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:

- *Preparing to speak, write, or represent:* Students talk, improvise, jot, draft, sketch, and reflect on things they have 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 for achieving particular purposes and effects.
- *Revising texts:* Students invite and reflect on the responses of others to their work in order to ensure that their communication is clear and achieves their purposes effectively.

An atmosphere that invites and supports exploration and risk taking is essential to the Transactional 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 consider 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.



**1.1 Discover and Explore**

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

	<b>Grade 8</b>	<b>Senior 1</b>
<b><i>Express Ideas</i></b> →	<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>
<b><i>Consider Others' Ideas</i></b> →	<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>
<b><i>Experiment with Language and Forms</i></b> →	<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>
<b><i>Express Preferences</i></b> →	<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>
<b><i>Set Goals</i></b> →	<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.**



1.1 Discover and Explore

Senior 4 English Language Arts: Transactional Focus

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 to develop a train of thought and formulate tentative positions
- seek others' ideas to clarify and rework positions, keeping in mind audience and context
- experiment with language and forms of expression to discover their impact on audience and effect on purpose
- explore a range of texts [including books] and genres and discuss their appeal and potential for affecting particular audiences
- formulate goals and plans for personal language learning [such as using visuals, making effective presentation, enhancing clarity of design...] based on self-assessment of achievements and needs

Senior 4

*Express Ideas (1.1.1)*

- consider the relative merits of a range of ideas, observations, opinions, and emotions to reformulate or strengthen tentative positions

*Consider Others' Ideas (1.1.2)*

- assess diverse, challenging information and questions and alternative perspectives to clarify own ideas and positions

*Experiment with Language and Forms (1.1.3)*

- vary language uses and forms of expression to discover their impact on audience and effect on purpose

*Express Preferences (1.1.4)*

- investigate how various topics, texts [including books], and authors influence decisions, perspectives, goals, and life pursuits

*Set Goals (1.1.5)*

- formulate goals and plans to direct language learning related to daily life, citizenship, employment, and further learning

GENERAL LEARNING OUTCOME 1

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



**1.2 Clarify and Extend**

**Senior 4 English Language Arts: Transactional 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: Transactional 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 of texts according to new knowledge, ideas, experiences, and responses from others
- explore and consider the consequences of own and others' viewpoints; confirm or revise personal viewpoints when generating and responding to texts
- combine ideas and information from multiple sources through a variety of means [such as pro-con charts, alternative Internet search engines, comparison tables...] to ensure consideration of various perspectives when generating and responding to texts
- clarify understanding by considering multiple perspectives, research data, and intended audience when generating and responding to texts

Senior 4

*Develop Understanding (1.2.1)*

- explain how new knowledge, ideas, experiences, and perspectives reshape understanding of own and others' texts

*Explain Opinions (1.2.2)*

- explore multiple viewpoints on an issue or topic and identify aspects for further investigation; evaluate implications of differing perspectives when generating and responding to texts

*Combine Ideas (1.2.3)*

- consider ideas and information from multiple sources to identify their relative importance when generating and responding to texts; anticipate audience responses through a variety of means [such as rating scales, flow charts...]

*Extend Understanding (1.2.4)*

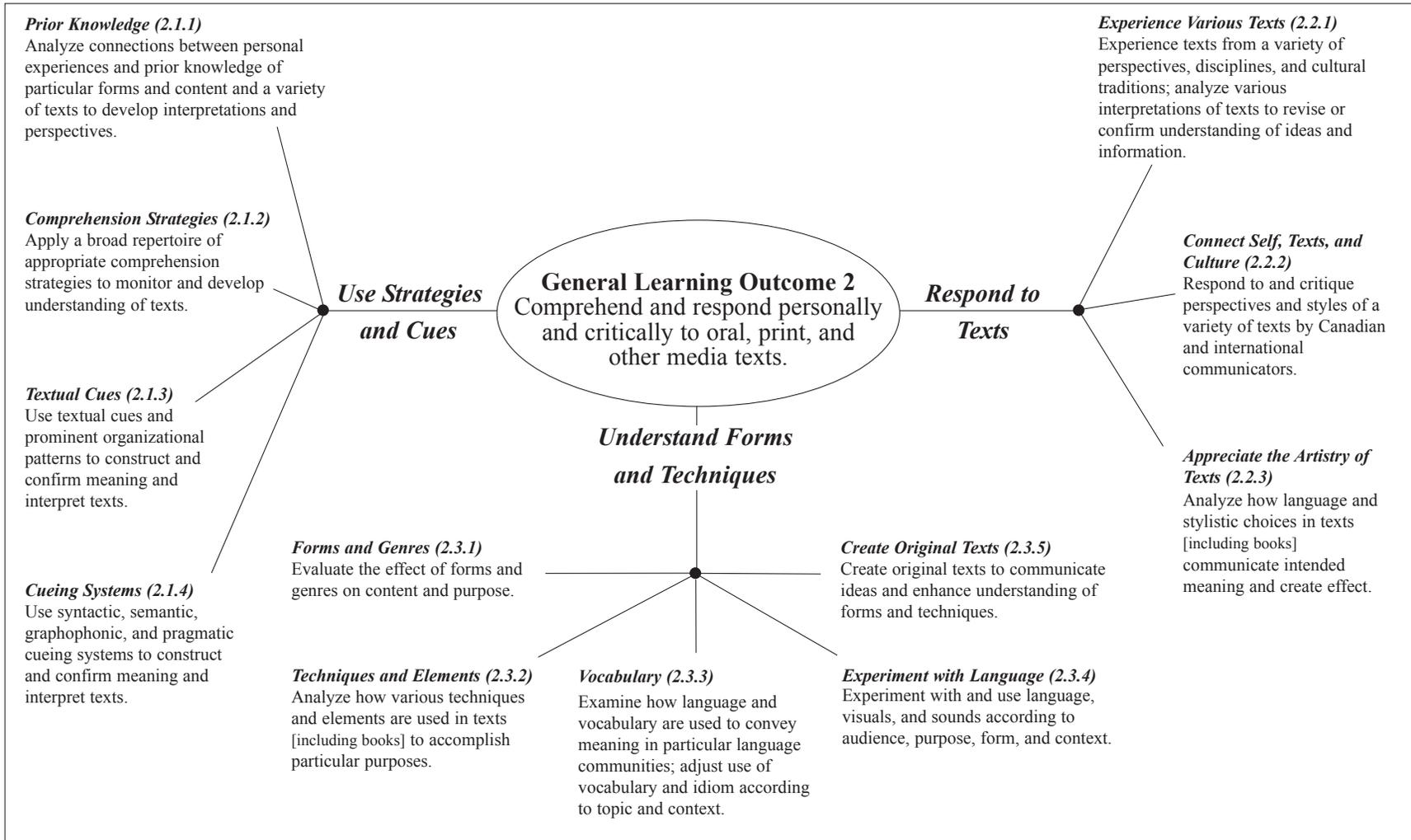
- extend understanding by considering multiple perspectives, research data, and audience diversity [such as culture, age, gender...] when generating and responding to texts

GENERAL LEARNING OUTCOME 1

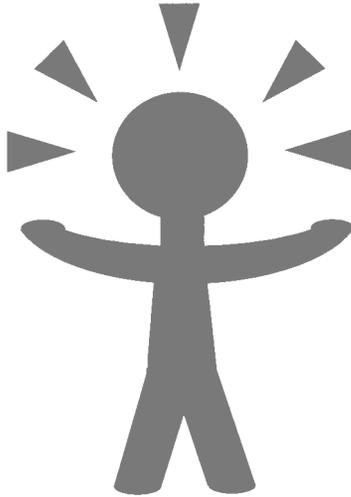
Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



### Senior 4 English Language Arts: Transactional Focus Map of General Learning Outcome 2



## General Learning Outcome 2



### Transactional Focus

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

In the Transactional Focus, students listen to, read, and view texts principally for pragmatic purposes — for the information they take away from the texts, for support and illumination of their own perspectives, and for alternative ways of seeing. When students' purposes are pragmatic, their objectives are often clearly defined; therefore, their listening, reading, and viewing may be seen as problem solving.

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; 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 Transactional Focus, students review and reinforce a range of strategies for scanning, skimming, and in-depth reading of pragmatic texts, including graphics, print, and other media. Students entering Senior 4 have a high degree of metacognition and are able to select and adjust listening, reading, and viewing strategies according to the type of text, their own degree of prior knowledge on the topic, and their purpose. The Transactional 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 structure 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 the forms and techniques writers and producers use increases students' skill in reading critically and adds to the repertoire of forms and techniques they may use confidently 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 pleasure and 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 particular forms and content and a variety of texts [such as books, research reports, interviews, articles...] to develop understanding and interpretations
- use and adjust comprehension strategies [such as skimming to preview texts, varying and adjusting reading and viewing rates to accomplish purpose, paraphrasing and summarizing, remembering pertinent information...] to monitor and develop understanding of texts
- use textual cues [such as visual images, sound tracks, structured overviews, headings and subheadings, summaries...] and prominent organizational patterns [such as generalizations, examples...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as subject-verb-object sequences and qualifiers, prefixes and suffixes of technical vocabulary, acronyms, social context...] to construct and confirm meaning and interpret texts

**Senior 4**

***Prior Knowledge (2.1.1)***

- analyze connections between personal experiences and prior knowledge of particular forms and content and a variety of texts [such as demonstrations, books, technical reports, editorials, multimedia presentations...] to develop interpretations and perspectives

***Comprehension Strategies (2.1.2)***

- apply a broad repertoire of appropriate comprehension strategies [such as following inductive and deductive arguments, detecting biases or logical fallacies, assessing plausibility, paraphrasing arguments...] to monitor and develop understanding of texts

***Textual Cues (2.1.3)***

- use textual cues [such as colour, debate rebuttals, news story formats...] and prominent organizational patterns [such as proposition and support, hierarchical structures, data matrices...] to construct and confirm meaning and interpret texts

***Cueing Systems (2.1.4)***

- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as transitional sentences, specialized symbols and codes, social context...] to construct and confirm meaning and interpret texts

GENERAL LEARNING OUTCOME 2

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



**Grade 8**

**Senior 1**

*Experience Various Texts* →

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

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

*Connect Self, Texts, and Culture* →

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

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

*Appreciate the Artistry of Texts* →

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

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

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



**Senior 2**

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

**Senior 3**

- experience texts [such as traditional knowledge, ethnic/arts/community newspapers, books, docudramas...] from a variety of perspectives, disciplines, and cultural traditions; compare various interpretations of texts to clarify understanding of ideas and information
- examine ideas, issues, and values presented in a variety of texts by Canadian and international communicators [such as writers, photo-journalists, commentators...]
- examine how visuals and concise language [such as choice of fonts, short and medium sentences, precise nouns, active voice, tables, graphs...] in texts [including books] communicate ideas and information to accomplish particular purposes

**Senior 4**

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

- experience texts [such as debates, oral and written historical accounts, books, editorials...] from a variety of perspectives, disciplines, and cultural traditions; analyze various interpretations of texts to revise or confirm understanding of ideas and information

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

- respond to and critique perspectives and styles of a variety of texts by Canadian and international communicators [such as editors, television producers, lecturers...]

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

- analyze how language and stylistic choices [such as word choice, graphics, sounds, non-verbal cues...] in texts [including books] communicate intended meaning and create effect

**GENERAL LEARNING OUTCOME 2**

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



	Grade 8	Senior 1
<i>Forms and Genres</i> →	<ul style="list-style-type: none"><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 characteristics of various forms and genres [such as biographies, editorials, television commercials, print advertisements, instructional manuals, proposals...] are used for various audiences and purposes [such as to advise, persuade, inform, entertain, create mood...]
- examine how various techniques and elements [such as exaggeration, illustrations, flashbacks, comparisons and contrasts, sound tracks, charts and graphs, highlighting, formatting...] are used in texts [including books] to accomplish particular purposes
- explain how choice of vocabulary and idiom [such as media and advertising jargon, technical language...] affect meaning and create impact; use vocabulary appropriate for topic and language community
- use creative combinations of language, visuals, and sounds in a variety of texts [such as advertising visuals and logos, graphs and charts in reports...] to communicate clearly and effectively
- create original texts [such as speeches, news stories, computer graphics, video essays, e-zines, brochures, advertisements...] to communicate ideas and enhance understanding of forms and techniques

**Senior 4**

**Forms and Genres (2.3.1)**

- evaluate the effect of forms and genres [such as formal research reports, lectures, non-fiction books, news magazines, billboard campaigns...] on content and purpose [such as to explain, promote action...]

**Techniques and Elements (2.3.2)**

- analyze how various techniques and elements [such as summaries, jolts, camera angles, voice-over narration, bulleted lists, concise headings...] are used in texts [including books] to accomplish particular purposes

**Vocabulary (2.3.3)**

- examine how language and vocabulary [such as acronyms, technical terminology, professional terms and jargon...] are used to convey meaning in particular language communities; adjust use of vocabulary and idiom according to topic and context

**Experiment with Language (2.3.4)**

- experiment with and use language, visuals, and sounds according to audience, purpose, form, and context

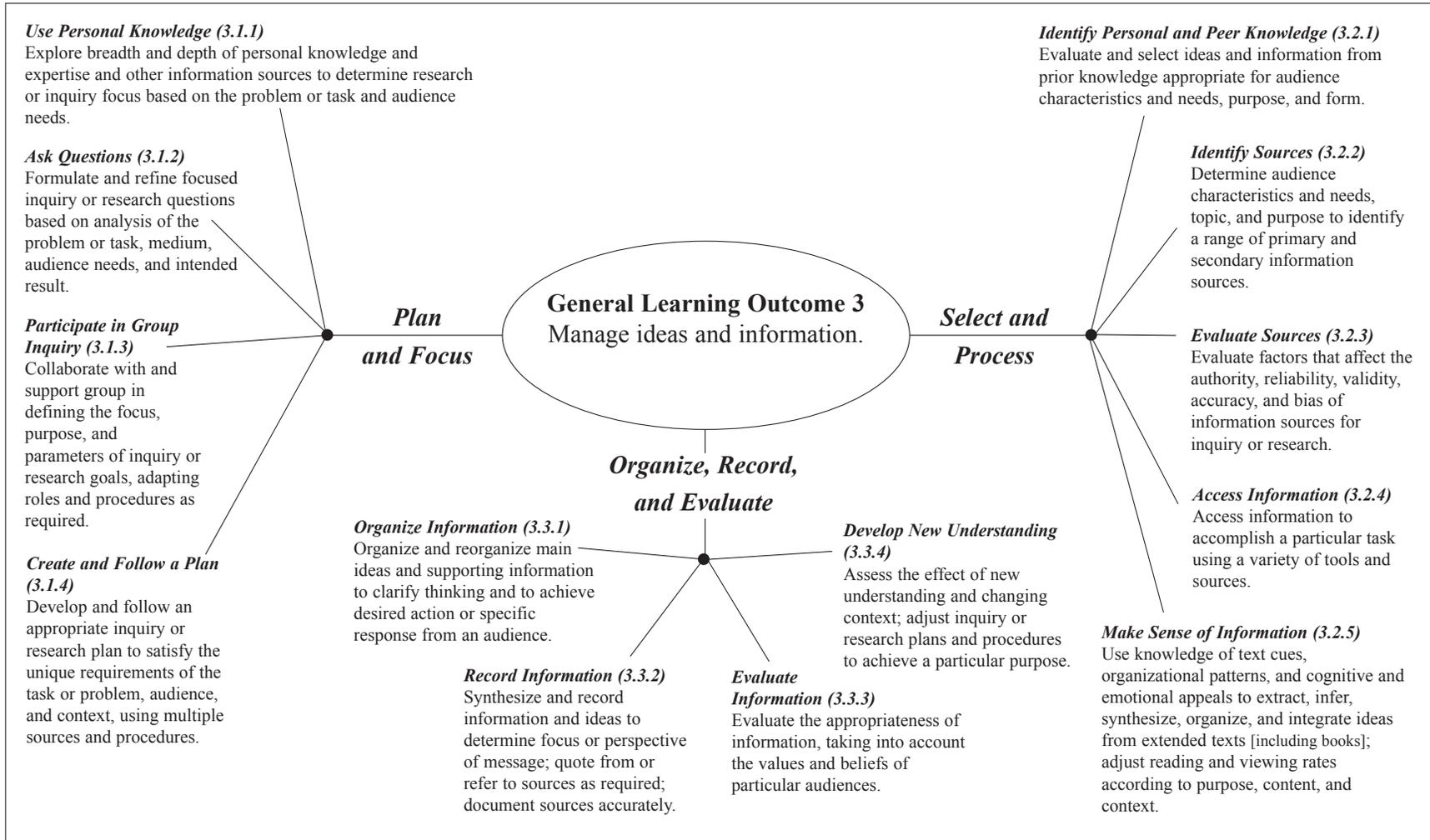
**Create Original Texts (2.3.5)**

- create original texts [such as technical manuals, instructional booklets, multimedia presentations, travelogues, documentaries, newscasts...] to communicate ideas and enhance understanding of forms and techniques

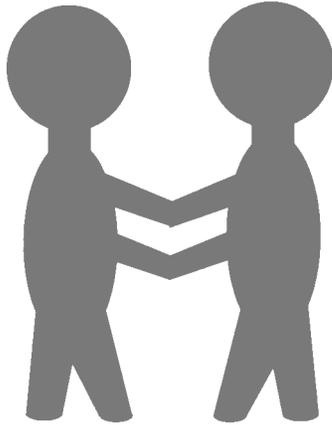
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.



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



## General Learning Outcome 3



### Transactional Focus

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

General Learning Outcome 3 is an elaboration of the inquiry process that underlies much of students' work in the Transactional Focus. Inquiry projects equip students for 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 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 Transactional Focus may lead students to community-based research and surveys as well as to specialized publications and databases.

Through inquiry, students collect information from a variety of primary and secondary sources 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 their sources of information for 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: Transactional 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.**



**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 based on personal knowledge and experiences, others' expertise, time parameters, available resources, purpose, and audience needs
- formulate questions to define the inquiry or research problem or task relative to context, medium, and anticipated audience needs
- identify group knowledge and expertise, and clarify group topic, perspective, and procedures according to audience, purpose, and context
- develop, use, and adapt an inquiry or research plan appropriate for the task or problem, audience needs, and context, using multiple sources

**Senior 4**

***Use Personal Knowledge (3.1.1)***

- explore breadth and depth of personal knowledge and expertise and other information sources to determine research or inquiry focus based on the problem or task and audience needs

***Ask Questions (3.1.2)***

- formulate and refine focused inquiry or research questions based on analysis of the problem or task, medium, audience needs, and intended result

***Participate in Group Inquiry (3.1.3)***

- collaborate with and support group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required

***Create and Follow a Plan (3.1.4)***

- develop and follow an appropriate inquiry or research plan to satisfy the unique requirements of the task or problem, audience, and context, using multiple sources and procedures

**GENERAL LEARNING OUTCOME 3**

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



**Grade 8**

**Senior 1**

*Identify Personal and Peer Knowledge* →

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

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

*Identify Sources* →

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

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

*Evaluate Sources* →

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

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

*Access Information* →

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

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

*Make Sense of Information* →

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

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

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



**Senior 2**

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

**Senior 3**

- select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form
- assess audience characteristics and needs, topic, and purpose to identify appropriate primary and secondary information sources [such as journals, reference books, surveys, reports, newspapers, periodicals...]
- explain how audience perspectives and biases influence the choice and effectiveness of information sources for inquiry or research
- access information using a variety of tools, skills, and sources [such as books, databases, CD-ROMs, manuals, textbooks...]
- use knowledge of text cues, organizational patterns [such as logical order...], and persuasive techniques [such as flattery, appeals to success, happiness, prejudice...] to sort and relate ideas in extended texts [including books]

**Senior 4**

- Identify Personal and Peer Knowledge (3.2.1)***
- evaluate and select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form
- Identify Sources (3.2.2)***
- determine audience characteristics and needs, topic, and purpose to identify a range of primary and secondary information sources [such as transcripts, field studies, reference books, literary and film reviews, works of art...]
- Evaluate Sources (3.2.3)***
- evaluate factors [such as medium, ownership...] that affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research
- Access Information (3.2.4)***
- access information to accomplish a particular task using a variety of tools and sources [such as web sites, spreadsheets, specialized publications, periodical guides...]
- Make Sense of Information (3.2.5)***
- use knowledge of text cues, organizational patterns [such as analogies...], and cognitive and emotional appeals [such as rational appeals, innuendo...] to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

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



### 3.3 Organize, Record, and Evaluate

### Senior 4 English Language Arts: Transactional Focus

	<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 main ideas and supporting information in a variety of ways [such as flow charts, webs, lists...] according to audiences and purposes
- summarize and record important information, ideas, and perspectives from a variety of sources in an organized manner; document sources accurately
- evaluate the completeness and relevance of information for achieving a variety of purposes [such as to develop convincing arguments, provide sequential instructions, initiate action...]
- explain new understanding of breadth or depth of a topic; explain implications of new understanding for future inquiry or research

**Senior 4**

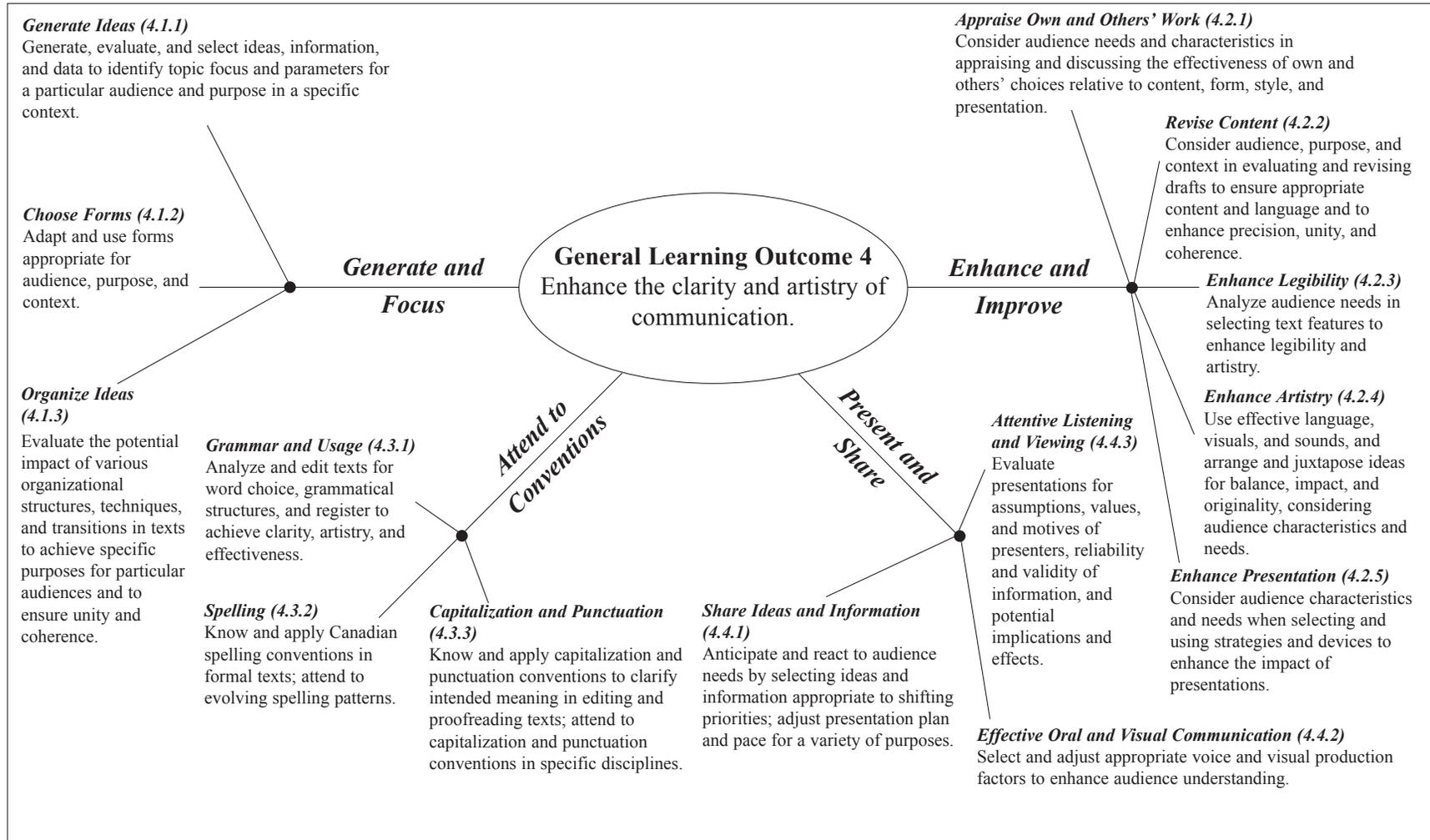
- Organize Information (3.3.1)***
- organize and reorganize main ideas and supporting information to clarify thinking and to achieve desired action or specific response from an audience
- Record Information (3.3.2)***
- synthesize and record information and ideas to determine focus or perspective of message; quote from or refer to sources as required; document sources accurately
- Evaluate Information (3.3.3)***
- evaluate the appropriateness of information, taking into account the values and beliefs of particular audiences
- Develop New Understanding (3.3.4)***
- assess the effect of new understanding and changing context; adjust inquiry or research plans and procedures to achieve a particular purpose

**GENERAL LEARNING OUTCOME 3**

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



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



## General Learning Outcome 4



### Transactional Focus

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

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 the Transactional Focus, students generate texts that accomplish pragmatic purposes for specific audiences. The purposes of these texts may be private, such as a letter of complaint, or public, such as a proposal to a group. They may be narrow, such as a memo, or broad, such as an editorial.

The processes students use in generating texts in the Transactional Focus are shaped by the nature of pragmatic communication, which is designed to accomplish particular purposes for particular audiences. These requirements shape all aspects of the texts: content, form, medium, organizational structure, voice, language register, and diction.

Pragmatic communication requires students to use the conventions specific to journalistic, business, technical, and other media texts. In certain pragmatic texts, students express their engagement with topics by choosing language that is clear, direct, and appropriate for the purpose and audience. In other texts that accomplish pragmatic purposes, such as feature articles, persuasive essays, debates, and advertisements, students find creative ways to engage and appeal to audiences, for example, by using anecdotes, evocative language, or stylistic devices.

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 Transactional 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 own 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: Transactional Focus*

### **Grade 8**

### **Senior 1**

#### *Generate Ideas*

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

#### *Choose Forms*

- compose using specific forms [such as biographies, letters to the editor, newspaper articles, audio-visual presentations...] that ensure a match between content, audience, and purpose
- adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, prose...] to match content, audience, and purpose

#### *Organize Ideas*

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

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



**Senior 2**

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

**Senior 3**

- generate, evaluate, and select ideas, information, and data to solve a problem or accomplish a task [such as addressing a local community issue, identifying a situation that needs change, preparing a speech...] for a particular audience with a specific need at a specific time and place
- select and use a variety of forms [such as letters of commendation/complaint, debates, commercials, scenarios...] appropriate for audience, purpose, and context
- select and use a variety of organizational structures [such as proposition and support, problem and solution, inverted pyramid...], techniques, and transitions [such as headings and subheadings, arrows in flow charts and cycles, dissolves...] to communicate ideas clearly and effectively

**Senior 4**

***Generate Ideas (4.1.1)***

- generate, evaluate, and select ideas, information, and data to identify topic focus and parameters for a particular audience and purpose in a specific context

***Choose Forms (4.1.2)***

- adapt and use forms [such as research reports, case studies, seminars, multimedia presentations...] appropriate for audience, purpose, and context

***Organize Ideas (4.1.3)***

- evaluate the potential impact of various organizational structures, techniques, and transitions [such as bulleted or numbered points, sections of newspapers, white space in layout, fonts, illustrated talk, introductions...] in texts to achieve specific purposes for particular audiences and to ensure unity and coherence

**G  
E  
N  
E  
R  
A  
L  
  
L  
E  
A  
R  
N  
I  
N  
G  
  
O  
U  
T  
C  
O  
M  
E  
  
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: Transactional Focus

	<b>Grade 8</b>	<b>Senior 1</b>
<b><i>Appraise Own and Others' Work</i></b> →	<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>
<b><i>Revise Content</i></b> →	<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>
<b><i>Enhance Legibility</i></b> →	<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>
<b><i>Enhance Artistry</i></b> →	<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>
<b><i>Enhance Presentation</i></b> →	<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**

- consider audience needs and characteristics in appraising choices of content, language use, and form in own and others' drafts
- consider audience needs and characteristics in analyzing and revising drafts to ensure appropriate content and to enhance unity, clarity, and coherence
- consider audience needs in selecting text features [such as graphs, colour, shading, framing...] to enhance legibility
- use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect, considering audience characteristics and needs
- consider audience characteristics and needs when selecting and using strategies and devices [such as graphics, layout and design, music, visuals, fonts, placement of print...] to enhance the clarity and appeal of presentations

**Senior 4**

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

- consider audience needs and characteristics in appraising and discussing the effectiveness of own and others' choices relative to content, form, style, and presentation

***Revise Content (4.2.2)***

- consider audience, purpose, and context in evaluating and revising drafts to ensure appropriate content and language [such as journalistic, business, advertising, professional, technological...] and to enhance precision, unity, and coherence

***Enhance Legibility (4.2.3)***

- analyze audience needs in selecting text features [such as bullets, fonts, icons, tables, sounds, visuals...] to enhance legibility and artistry

***Enhance Artistry (4.2.4)***

- use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, impact, and originality, considering audience characteristics and needs

***Enhance Presentation (4.2.5)***

- consider audience characteristics and needs when selecting and using strategies and devices [such as multimedia technology, posters, computer-generated graphics, overhead transparencies, handouts...] to enhance the impact of presentations

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



### 4.3 Attend to Conventions

### Senior 4 English Language Arts: Transactional Focus

#### Grade 8

#### Senior 1

#### *Grammar and Usage*

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

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

#### *Spelling*

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

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

#### *Capitalization and Punctuation*

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

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

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



**Senior 2**

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

**Senior 3**

- select appropriate words, grammatical structures, and register [such as unambiguous words, short or medium length sentences, subject-verb-object sentences, formal language in technical communication, emotive words, catch phrases, colloquial language in advertising...] according to audience, purpose, and context
- know and apply Canadian spelling conventions [such as eliminating contractions in technical documents...] in formal texts; recognize adapted spellings [such as “congradulations”...] for desired effect
- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts, using resources when required; attend to capitalization and punctuation etiquette in electronic texts [such as e-mail...]

**Senior 4**

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

- analyze and edit texts for word choice, grammatical structures, and register [such as technical vocabulary, clear coordination and subordination, conversational register...] to achieve clarity, artistry, and effectiveness

***Spelling (4.3.2)***

- know and apply Canadian spelling conventions in formal texts; attend to evolving spelling patterns [such as acronyms, abbreviations...]

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

- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attend to capitalization and punctuation conventions in specific disciplines [such as legal agreements and policies...]

**G  
E  
N  
E  
R  
A  
L  
  
L  
E  
A  
R  
N  
I  
N  
G  
  
O  
U  
T  
C  
O  
M  
E  
  
4**

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



**Grade 8**

**Senior 1**

*Share Ideas and Information* →

- plan and facilitate small-group activities and short, whole-class sessions to share information on a topic using a variety of engaging methods [such as mini-lessons, role-plays, visual aids...]

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

*Effective Oral and Visual Communication* →

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

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

*Attentive Listening and Viewing* →

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

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

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



**Senior 2**

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

**Senior 3**

- present ideas and information using a variety of interactive approaches [such as workshops, demonstrations, oral reports...] for a variety of purposes [such as to inform, motivate...]
- select from a range of voice and visual production factors [such as voice modulation, gestures, graphics, headings...] to communicate and highlight main points
- analyze presentations for development of positions, relevance of examples, and plausibility of recommendations, and respond in a variety of ways [such as asking questions, identifying arguments, stating opinions...]

**Senior 4**

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

- anticipate and react to audience needs by selecting ideas and information appropriate to shifting priorities; adjust presentation plan and pace for a variety of purposes [such as to clarify, eliminate ambiguity, provide rationale...]

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

- select and adjust appropriate voice and visual production factors [such as repetition, figures and charts, parallelism...] to enhance audience understanding

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

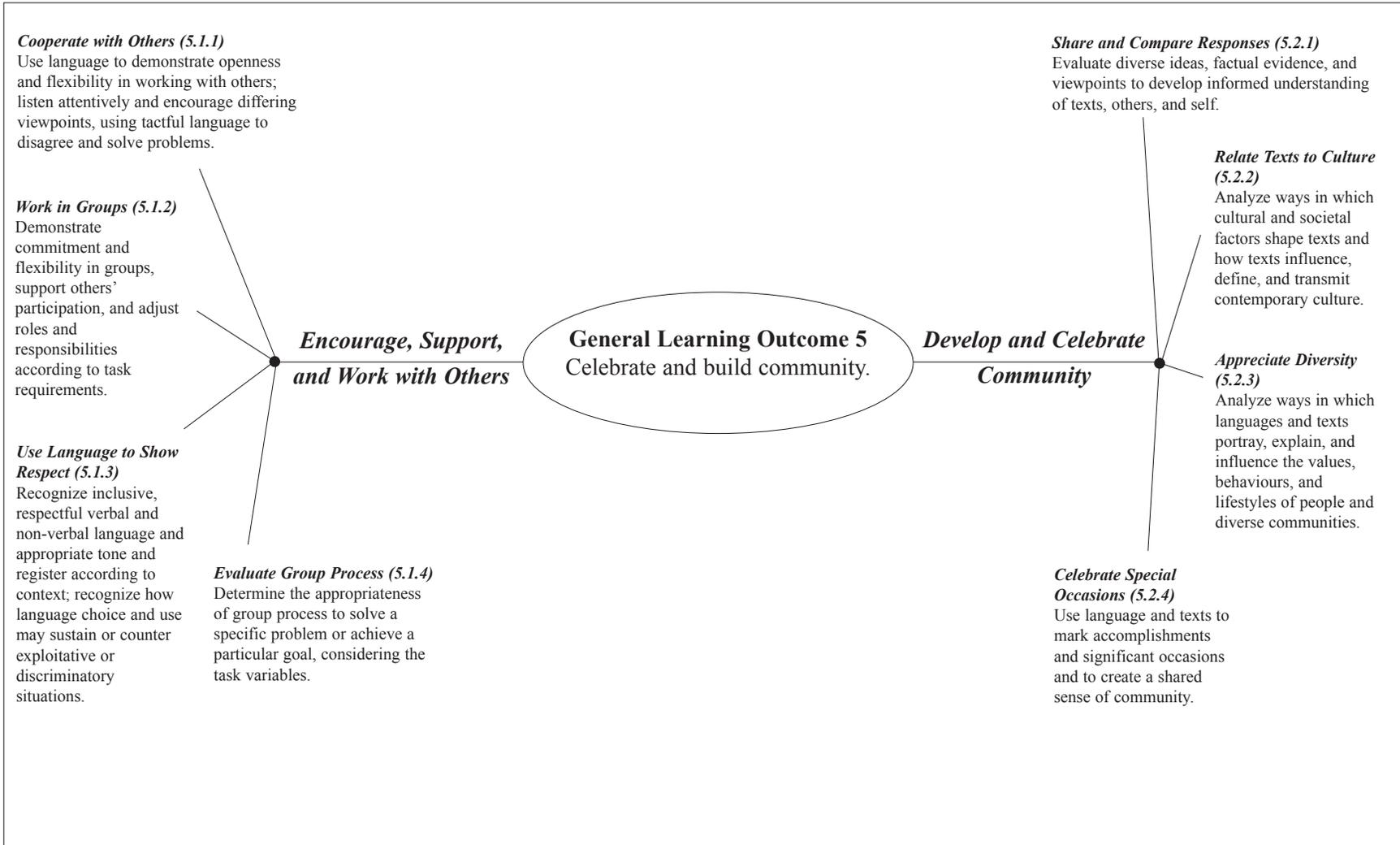
- evaluate presentations for assumptions, values, and motives of presenters, reliability and validity of information, and potential implications and effects

**GENERAL LEARNING OUTCOME 4**

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



Senior 4 English Language Arts: Transactional Focus  
Map of General Learning Outcome 5



## General Learning Outcome 5



### Transactional Focus

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

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 Transactional 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 as they, for example, produce technical manuals, surveys, or scripts for documentaries. 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, that 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 Transactional 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: Transactional Focus**

	<b>Grade 8</b>	<b>Senior 1</b>
<b><i>Cooperate with Others</i></b> →	<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>
<b><i>Work in Groups</i></b> →	<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>
<b><i>Use Language to Show Respect</i></b> →	<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>
<b><i>Evaluate Group Process</i></b> →	<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 respectful relationships with people in various roles; investigate various viewpoints to solve problems and accomplish tasks, using tactful language for constructive criticism
- demonstrate flexibility in assuming a variety of group roles, support risk taking, and encourage effective participation to accomplish tasks
- recognize and analyze how language use may foster inclusive, respectful communication that is sensitive to linguistic and cultural considerations [such as titles of address, gender inclusive nouns and pronouns...]
- evaluate the effectiveness of group process using various criteria [such as cost and time effectiveness, compatibility of personalities, relevance of expertise...] to enhance future group performance

**Senior 4**

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

- use language to demonstrate openness and flexibility in working with others; listen attentively and encourage differing viewpoints, using tactful language to disagree and solve problems

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

- demonstrate commitment and flexibility in groups, support others' participation, and adjust roles and responsibilities according to task requirements

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

- recognize inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context [such as using gender-inclusive language, avoiding slang in formal settings...]; recognize how language choice and use may sustain or counter exploitative or discriminatory situations

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

- determine the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables [such as time parameters, availability of resources, complexity...]

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



## 5.2 *Develop and Celebrate Community*

## *Senior 4 English Language Arts: Transactional Focus*

	<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.**



## 5.2 Develop and Celebrate Community

## Senior 4 English Language Arts: Transactional Focus

### 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 how roles, relationships, and contexts shape varying reactions to ideas and experiences
- identify and examine ways in which society and culture shape the language, content, and forms of texts [such as web sites, catalogues, CD-ROMs, advertisements, self-help books...]
- explain ways in which languages and texts [such as speeches and presentations, fiction and non-fiction books, television and other media...] express and shape the perceptions of particular audiences
- use language and texts to acknowledge accomplishments and celebrate significant events and to create desired effect and promote action [such as support for an organization, charity, or group...]

### Senior 4

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

- evaluate diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self

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

- analyze ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture

#### *Appreciate Diversity (5.2.3)*

- analyze ways in which languages and texts [such as interviews and speeches, proposals and reports, fiction and non-fiction media...] portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities

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

- use language and texts to mark accomplishments and significant occasions and to create a shared sense of community

GENERAL LEARNING OUTCOME 5

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

## Standards of Student Performance for Senior 4 English Language Arts: Transactional 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 Transactional 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 Transactional 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, <b>but 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 Transactional Focus. A student performing Below Level is within range of the expectations for the Senior 4 Transactional 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> The student	<b>At Level</b> The student	<b>Below Level</b> The student
<b>Connections</b>	<ul style="list-style-type: none"> <li>• extends understanding by analyzing ideas and information from multiple sources and perspectives, as well as from research data and audience diversity when generating and responding to texts; anticipates audience responses through a variety of means</li> <li>• explores in depth multiple viewpoints on an issue or topic and identifies aspects for further investigation; evaluates implications of differing perspectives when generating and responding to texts</li> </ul>	<ul style="list-style-type: none"> <li>• extends understanding by considering ideas and information from multiple sources and perspectives, as well as from research data and audience diversity when generating and responding to texts; anticipates audience responses through a variety of means (1.2.4, 1.2.3)*</li> <li>• explores multiple viewpoints on an issue or topic and identifies aspects for further investigation; evaluates implications of differing perspectives when generating and responding to texts (1.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• extends understanding by considering ideas and information from multiple sources and perspectives, as well as from research data and audience diversity when generating and responding to texts; demonstrates limited skill in anticipating audience responses</li> <li>• explores multiple viewpoints on an issue or topic but demonstrates limited skill in identifying aspects for further investigation and in evaluating implications of differing perspectives when generating and responding to texts</li> </ul>

## Performance Indicators (Standard 1 continued)

	<b>Above Level</b> The student	<b>At Level</b> The student	<b>Below Level</b> The student
<b>Questions</b>	<ul style="list-style-type: none"> <li>formulates and refines focused and clarifying inquiry or research questions based on analysis of the problem or task, medium, audience needs, and intended result</li> <li>invites and assesses diverse, challenging information, questions, and alternative perspectives to clarify own ideas and positions</li> </ul>	<ul style="list-style-type: none"> <li>formulates and refines focused inquiry or research questions based on analysis of the problem or task, medium, audience needs, and intended result (3.1.2)</li> <li>assesses diverse, challenging information, questions, and alternative perspectives to clarify own ideas and positions (1.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>formulates focused inquiry or research questions but demonstrates limited skill in refining them through analysis of the problem or task, medium, audience needs, and intended result</li> <li>assesses diverse information, questions, and alternative perspectives to clarify own ideas and positions</li> </ul>
<b>Focus Topic</b>	<ul style="list-style-type: none"> <li>explores and considers a wide range of information sources to focus, reformulate, or strengthen tentative positions, or to determine research or inquiry focus based on the task and audience needs</li> </ul>	<ul style="list-style-type: none"> <li>explores and considers a range of information sources to focus, reformulate, or strengthen tentative positions, or to determine research or inquiry focus based on the task and audience needs (1.1.1, 3.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>explores and considers a range of information sources to focus tentative positions, or to determine research or inquiry focus based on the task and audience needs</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> The student	<b>At Level</b> The student	<b>Below Level</b> The student
<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* 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 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 and develop understanding 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 and develop understanding of texts (2.1.2)</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 and develop understanding 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 language and vocabulary are used to convey meaning in particular language communities; adjusts use of vocabulary and idiom according to topic and context</li> </ul>	<ul style="list-style-type: none"> <li>examines how language and vocabulary are used to convey meaning in particular language communities; adjusts use of vocabulary and idiom according to topic and context (2.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>recognizes how language and vocabulary are used to convey meaning in particular language communities; adjusts use of vocabulary and idiom according to topic and context</li> </ul>
Forms and Genres	<ul style="list-style-type: none"> <li>evaluates the interrelationships of form and genre and their effect on content, audience, and purpose</li> <li>evaluates how language and stylistic choices in texts communicate intended meaning and create effect</li> </ul>	<ul style="list-style-type: none"> <li>evaluates the effect of form and genre on content, audience, and purpose (2.3.1)</li> <li>analyzes how language and stylistic choices in texts communicate intended meaning and create effect (2.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>analyzes the effect of form and genre on content, audience, and purpose</li> <li>examines how language and stylistic choices in texts communicate intended meaning and create effect</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 colour, debate rebuttals, news story formats...].

\*\***Comprehension skills and strategies:** following inductive and deductive arguments, detecting biases or logical fallacies, assessing plausibility, paraphrasing arguments, and using organizational patterns [such as proposition and support, hierarchical structures, data matrices...].

## 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>	<b>At Level</b>	<b>Below Level</b>
	<b>The student</b>	<b>The student</b>	<b>The student</b>
<b>Respond</b>	<ul style="list-style-type: none"> <li>• responds creatively to and critiques perspectives and styles of a wide variety of texts by Canadian and international communicators</li> <li>• seeks out and experiences texts from a wide variety of perspectives, disciplines, and cultural traditions; analyzes various interpretations of texts to revise or confirm understanding of ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>• responds to and critiques perspectives and styles of a variety of texts by Canadian and international communicators (2.2.2)</li> <li>• experiences texts from a variety of perspectives, disciplines, and cultural traditions; analyzes various interpretations of texts to revise or confirm understanding of ideas and information (2.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited skill in responding to and critiquing perspectives and styles of a variety of texts by Canadian and international communicators</li> <li>• experiences texts from a variety of perspectives, disciplines, and cultural traditions; analyzes various interpretations of texts</li> </ul>

Performance Indicators (Standard 3 continued)

	Above Level The student	At Level The student	Below Level The student
<b>Techniques</b>	<ul style="list-style-type: none"> <li>recognizes and analyzes inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; recognizes and analyzes how language choice and use may sustain or counter exploitative or discriminatory situations</li> <li>selects and demonstrates appropriate critical listening and viewing behaviours and evaluates presentations for assumptions, values, and motives of presenters, reliability and validity of information, and potential implications and effects</li> <li>analyzes and evaluates how various techniques and elements are used in texts to accomplish particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>recognizes inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; recognizes how language choice and use may sustain or counter exploitative or discriminatory situations (5.1.3)</li> <li>demonstrates critical listening and viewing behaviours and evaluates presentations for assumptions, values, and motives of presenters, reliability and validity of information, and potential implications and effects (4.4.3)</li> <li>analyzes how various techniques and elements are used in texts to accomplish particular purposes (2.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited skill in recognizing inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; demonstrates limited skill in recognizing how language choice and use may sustain or counter exploitative or discriminatory situations</li> <li>demonstrates critical listening and viewing behaviours but with limited skill in evaluating presentations for assumptions, values, and motives of presenters, reliability and validity of information, and potential implications and effects</li> <li>demonstrates limited skill in analyzing how various techniques and elements are used in texts to accomplish particular purposes</li> </ul>
<b>Self and Texts</b>	<ul style="list-style-type: none"> <li>analyzes and evaluates connections between personal experiences and prior knowledge of particular forms and content and a variety of texts to develop interpretations and perspectives</li> <li>analyzes and evaluates ways in which languages and texts portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities</li> <li>analyzes and evaluates ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture</li> </ul>	<ul style="list-style-type: none"> <li>analyzes connections between personal experiences and prior knowledge of particular forms and content and a variety of texts to develop interpretations and perspectives (2.1.1)</li> <li>analyzes ways in which languages and texts portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities (5.2.3)</li> <li>analyzes ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture (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 particular forms and content and a variety of texts to develop interpretations and perspectives</li> <li>demonstrates limited skill in analyzing ways in which languages and texts portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities</li> <li>identifies ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture</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. 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>	<b>At Level</b>	<b>Below Level</b>
	<b>The student</b>	<b>The student</b>	<b>The student</b>
<b>Plan</b>	<ul style="list-style-type: none"> <li>• develops, follows, and refines an appropriate inquiry or research plan, using multiple sources and procedures, to satisfy the unique requirements of the task or problem, audience, and context</li> </ul>	<ul style="list-style-type: none"> <li>• develops and follows an appropriate inquiry or research plan, using multiple sources and procedures, to satisfy the unique requirements of the task or problem, audience, and context (3.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>• develops and follows an appropriate inquiry or research plan, using multiple sources and procedures, but demonstrates limited skill in satisfying the unique requirements of the task or problem, audience, and context</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>Sources</b>	<ul style="list-style-type: none"> <li>determines audience characteristics and needs, topic, and purpose to identify and evaluate a range of primary and secondary information sources</li> <li>adjusts viewing and reading rates flexibly and fluently according to purpose, content, and context</li> <li>evaluates how the interaction of factors affects the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research</li> <li>evaluates the appropriateness of information and perspectives, taking into account the values and beliefs of particular audiences</li> </ul>	<ul style="list-style-type: none"> <li>determines audience characteristics and needs, topic, and purpose to identify a range of primary and secondary information sources (3.2.2)</li> <li>adjusts viewing and reading rates according to purpose, content, and context (3.2.5)</li> <li>evaluates factors that affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research (3.2.3)</li> <li>evaluates the appropriateness of information, taking into account the values and beliefs of particular audiences (3.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>determines audience characteristics and needs, topic, and purpose but demonstrates limited skill in identifying a range of primary and secondary information sources</li> <li>demonstrates limited skill in adjusting viewing and reading rates according to purpose, content, and context</li> <li>explains how factors affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research</li> <li>analyzes the appropriateness of information, taking into account the values and beliefs of particular audiences</li> </ul>
<b>Organize</b>	<ul style="list-style-type: none"> <li>evaluates the subtleties and distinctiveness of ideas and information when selecting ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form</li> <li>accesses relevant information efficiently to accomplish a particular task using a variety of tools and sources</li> <li>organizes and reorganizes main ideas and supporting information to clarify and extend thinking and to achieve desired action or specific response from an audience</li> </ul>	<ul style="list-style-type: none"> <li>evaluates and selects ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form (3.2.1)</li> <li>accesses information to accomplish a particular task using a variety of tools and sources (3.2.4)</li> <li>organizes and reorganizes main ideas and supporting information to clarify thinking and to achieve desired action or specific response from an audience (3.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited skill in evaluating and selecting ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form</li> <li>uses a variety of tools and sources but demonstrates limited skill in accessing information to accomplish a particular task</li> <li>demonstrates limited skill in organizing and reorganizing main ideas and supporting information to clarify thinking and to achieve desired action or specific response from an audience</li> </ul>
<b>Record</b>	<ul style="list-style-type: none"> <li>records and synthesizes diverse information and ideas to determine focus or perspective of message; quotes from or refers to sources as required; documents sources accurately</li> </ul>	<ul style="list-style-type: none"> <li>records and synthesizes information and ideas to determine focus or perspective of message; quotes from or refers to sources as required; documents sources accurately (3.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>records but demonstrates limited skill in synthesizing information and ideas to determine focus or perspective of message; quotes from or refers to sources as required; 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>Create</b>	<ul style="list-style-type: none"> <li>• experiments with, analyzes, and uses language, visuals, and sounds to discover their impact on audience, purpose, form, and context</li> <li>• generates, evaluates, and selects ideas, information, and data to clarify and identify topic focus and parameters for a particular audience and purpose in a specific context</li> <li>• adapts and uses forms appropriate for audience, purpose, context, and impact</li> <li>• creates a wide variety of original texts to communicate ideas and enhance understanding of forms and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• experiments with and uses language, visuals, and sounds to discover their impact on audience, purpose, form, and context (2.3.4, 1.1.3)</li> <li>• generates, evaluates, and selects ideas, information, and data to identify topic focus and parameters for a particular audience and purpose in a specific 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 and uses language, visuals, and sounds but with limited impact on audience, purpose, form, and context</li> <li>• generates, evaluates, and selects ideas, information, and data to identify topic focus and parameters but with limited consideration for a particular audience and purpose in a specific context</li> <li>• adapts and uses forms but with limited consideration for audience, purpose, and context</li> <li>• creates a limited number of original texts to communicate ideas and enhance understanding 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 wide range of organizational structures, techniques, and transitions in texts to achieve specific purposes for particular audiences and to ensure unity, coherence, and artistry</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 for audience, purpose, and context and to enhance precision, unity, and coherence</li> <li>evaluates, edits, and proofreads texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness; knows and applies Canadian spelling conventions and evolving spelling patterns; knows and applies capitalization and punctuation conventions in specific disciplines</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 for audience, purpose, and context and to enhance precision, unity, and coherence (4.2.1, 4.2.2)</li> <li>analyzes, edits, and proofreads** texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness; knows and applies Canadian spelling conventions and evolving spelling patterns; knows and applies capitalization and punctuation conventions in specific disciplines (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; evaluates and revises drafts to ensure appropriateness of content and language for audience, purpose, and context and to enhance precision, unity, and coherence</li> <li>edits and proofreads texts for word choice, grammatical structures, and register but demonstrates limited skill in analyzing these elements for clarity, artistry, and effectiveness; knows and applies Canadian spelling conventions and evolving spelling patterns; knows and applies capitalization and punctuation conventions in specific disciplines</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 strategies and devices appropriate for audience characteristics and needs to enhance audience understanding and impact of presentations</li> <li>anticipates and addresses audience needs by selecting ideas and information appropriate to shifting priorities; adjusts presentation plan and pace for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses strategies and devices*** appropriate for audience characteristics and needs to enhance audience understanding and impact of presentations (4.2.3, 4.2.4, 4.2.5, 4.4.2)</li> <li>anticipates and reacts to audience needs by selecting ideas and information appropriate to shifting priorities; adjusts presentation plan and pace for a variety of purposes (4.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>selects and uses strategies and devices appropriate for audience characteristics and needs to enhance audience understanding but with limited or inconsistent impact</li> <li>demonstrates limited skill in anticipating and reacting to audience needs by selecting ideas and information appropriate to shifting priorities and in adjusting presentation plan and pace for a variety of purposes</li> </ul>

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

- \* **Original texts:** technical manuals, instructional booklets, multimedia presentations, travelogues, documentaries, newscasts, 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
  - formattingRevising and editing involve the use of sources [such as dictionaries, thesauruses, electronic spell-check functions, classroom resources...]. Proofreading refers to re-reading texts after the revising and editing process to check for any remaining errors, inconsistencies, or omissions.
- \*\*\* **Strategies and devices:** multimedia technology, posters, computer-generated graphics, overhead transparencies, handouts, voice and visual production factors [such as repetition, figures and charts, parallelism...], 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>• promotes and evaluates a wide range of diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self</li> <li>• listens actively and uses language to demonstrate leadership, openness, flexibility, and tact in working with others</li> </ul>	<ul style="list-style-type: none"> <li>• evaluates diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self (5.2.1)</li> <li>• listens attentively and uses language to demonstrate openness, flexibility, and tact in working with others (5.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>• considers diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self</li> <li>• listens attentively and uses language to demonstrate tact, but with limited openness and flexibility, in working with others</li> </ul>
<b>Group Participation</b>	<ul style="list-style-type: none"> <li>• collaborates with, supports, and leads group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required</li> <li>• determines the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables, and uses findings in future learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>• collaborates with and supports group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required (3.1.3)</li> <li>• determines the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables (5.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited skill in collaborating with and supporting group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required</li> <li>• demonstrates limited skill in determining the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables</li> </ul>

**Performance Indicators (Standard 6 continued)**

	<b>Above Level</b> The student	<b>At Level</b> The student	<b>Below Level</b> The student
<b>Build Community</b>	<ul style="list-style-type: none"> <li>demonstrates leadership, commitment, and flexibility in groups, encourages others' participation, and adjusts roles and responsibilities according to task requirements</li> <li>uses language and texts to mark accomplishments and significant occasions and to create, extend, and strengthen a shared sense of community</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates commitment and flexibility in groups, supports others' participation, and adjusts roles and responsibilities according to task requirements (5.1.2)</li> <li>uses language and texts to mark accomplishments and significant occasions and to create a shared sense of community (5.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited commitment and flexibility in groups, supports others' participation, and accepts roles and responsibilities according to task requirements</li> <li>uses language and texts to mark accomplishments and significant occasions and to share 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 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>• formulates, analyzes, and revises goals and plans to direct language learning related to daily life, citizenship, employment, and further learning</li> <li>• investigates and analyzes how various topics, texts, and authors influence decisions, perspectives, goals, and life pursuits</li> <li>• evaluates and explains how new knowledge, ideas, experiences, and own and others' perspectives reshape understanding of texts</li> <li>• assesses and explains the effect of new understanding and changing context; evaluates and adjusts inquiry or research plans and procedures to achieve a particular purpose</li> </ul>	<ul style="list-style-type: none"> <li>• formulates goals and plans to direct language learning related to daily life, citizenship, employment, and further learning (1.1.5)</li> <li>• investigates how various topics, texts, and authors influence decisions, perspectives, goals, and life pursuits (1.1.4)</li> <li>• explains how new knowledge, ideas, experiences, and own and others' perspectives reshape understanding of texts (1.2.1)</li> <li>• assesses the effect of new understanding and changing context; adjusts inquiry or research plans and procedures to achieve a particular purpose (3.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• formulates goals and plans, with assistance, to direct language learning related to daily life, citizenship, employment, and further learning</li> <li>• investigates, with assistance, how various topics, texts, and authors influence decisions, perspectives, goals, and life pursuits</li> <li>• explains, with assistance, how new knowledge, ideas, experiences, and own and others' perspectives reshape understanding of texts</li> <li>• demonstrates limited skill in assessing the effect of new understanding and changing context and in adjusting inquiry or research plans and procedures to achieve a particular purpose</li> </ul>